DOCUMENT RESUME

ED 315 510 CE 053 405

TITLE	Project WORTH. Work Opportunity Readiness for the Homeless. Final Evaluation Report 1988-89.
INSTITUTION	Jefferson County Public Schools, Louisville, Ky.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C.
PUB DATE	Sep 89
NOTE	84p.; For a related document, see CE 053 404.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Vocational Education; *Basic Skills; Cooperative Programs; Economically Disadvantaged; *Employment Potential; *Homeless People; Interpersonal Competence; *Job Skills; Nutrition; *Outcomes of Education; Parenting Skills; Poverty; Self Esteem; *Social Services; Stress Management
IDENTIFIERS	General Educational Development Tests; Goal Setting; Kentucky (Louisville)

ABSTRACT

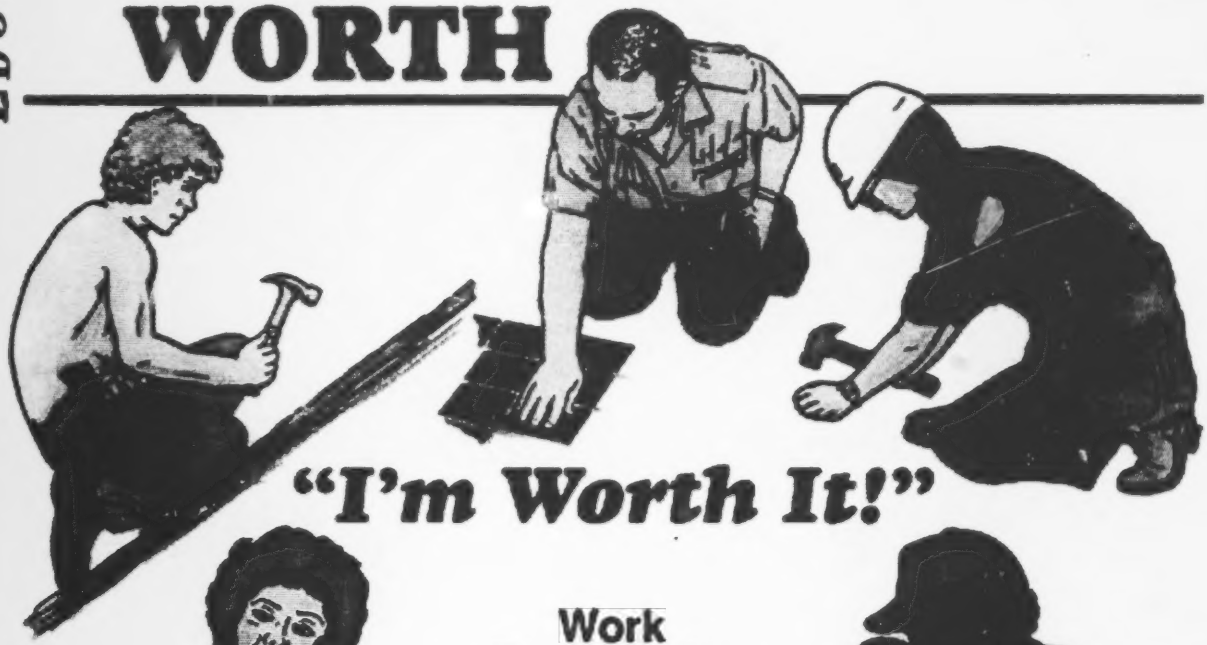
Project WORTH served the job training needs of and facilitated employment for homeless adults in Louisville shelters by providing instruction in basic living skills, academic skills, and employability and vocational skills. Child care, transportation, and food service were provided to make participation in the training program possible. Of the 264 individuals who entered Project WORTH, 132 actually participated in the training. Possible reasons for nonparticipation include the fact that no stipends were offered, no evening vocational classes were offered, no child care or transportation was available to those who participated in the evening classes, and the length of the training program. Forty-two students enrolled in General Educational Development (GED) preparation, and 11 obtained the GED by the end of the project year. Seven of the 11 people who received the GED were placed in jobs, and 5 of the 7 were still on the job after 13 weeks. Of the 42 people placed in jobs by the project, 24 retained their jobs after 13 weeks. Almost twice as many females were enrolled in the program as males and almost twice as many of the participants were white, compared to black. Participants received an average of 18.06 hours of instruction, ranging from 4 to 196 hours. Participants showed an average grade equivalent gain of .87 in reading and 2.5 in math. Linkages of federal, state, and local government with social service agencies, nonprofit organizations, educational institutions, and care providers were found to be important but not sufficient. (Fourteen appendixes are included in the report. They include staff evaluation of the project, lists of local resources, statistics on client characteristics, and program models and organizational chart.) (CML)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

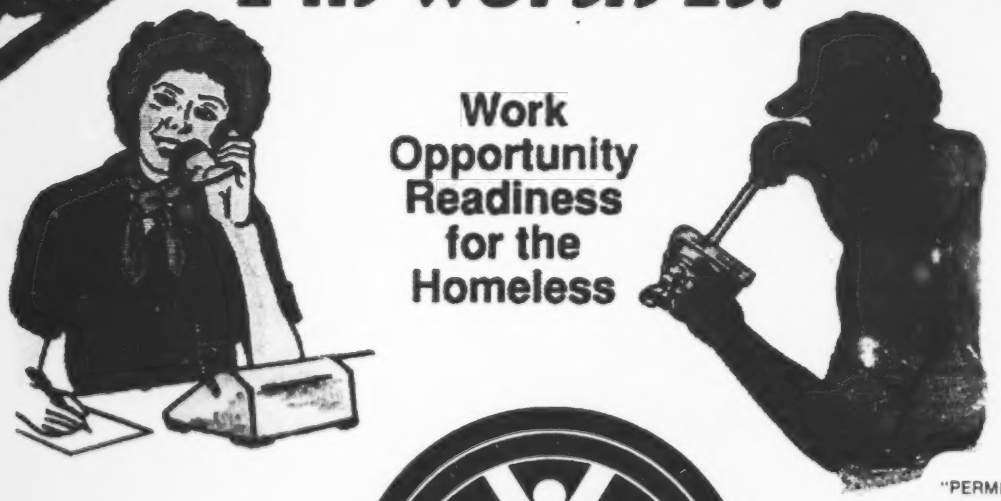
ED315510

FINAL REPORT
September 1989

project WORTH



"I'm Worth It!"



Work Opportunity Readiness for the Homeless

Jefferson County Public Schools™

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Heatherly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jefferson County Public Schools
Adult & Continuing Education
Louisville, Kentucky

BEST COPY AVAILABLE

CE053405

Jefferson County Public Schools
Adult and Continuing Education
4409 Preston Highway
Louisville, Kentucky 40213

Final Evaluation Report: Project WORTH 1988-89

Project WORTH was supported by a grant from the
US Department of Labor,
Employment and Training Administration,
Homeless Demonstration Project.

Jeannie Heatherly, Project Director
Marlene Gordon, Project Coordinator

Prepared by Cheri B. Hamilton

January, 1990

BOARD OF EDUCATION
Chairman, Jim Hearn
Vice-Chairman, Allen D. Rose
Laken Cosby, Jr.
Carol Ann Haddad
John D. Heyburn
Sherry K. Jelsma
Robert J. Schmitt

SUPERINTENDENT
Donald W. Ingwerson, Ed.D.

Project WORTH
Final Evaluation
1988-89

Table of Contents

		Page
I.	Introduction	1
II.	Evaluation Questions	4
III.	Program Outcomes	5
B.	Client Characteristics	6
C.	Program Services	9
D.	Program Implementation	22
E.	Program Linkages	35
F.	Program Effectiveness	41
IV.	Findings, Conclusions, and Recommendations	45

APPENDICES

A. Staff Evaluation
B. List of Shelters Referring Clients to Project WORTH
C. Client Characteristics at Intake
D. List of Community Resources/Speakers for the Basic Living Skills and Employability Skills Classes
E. Program Logic Model
F. Job Placement Model
G. Local Employers Contacted Regarding Job Placement
H. Project WORTH Organizational Chart
I. Systems of Coordination/Program Linkages
J. Community Organizations/Agencies Utilized for Program Linkage
K. Louisville Coalition for the Homeless
L. Housing Status Changes - Emergency Shelter Enrollees
M. Housing Status Changes - Transitional Shelter Enrollees
N. Post Program Occupational Classification Data

Project WORTH

Final Evaluation

I. Introduction

Background Statement

Project WORTH (Work Opportunity Readiness for the Homeless) was designed to be highly responsive to the intent of the McKinney Act by providing information on how to provide effective employment and training services to homeless individuals, and on how states, local public agencies, private non-profit organizations, and private businesses can develop effective systems of collaboration and coordination to address the causes of homelessness and meet the needs of the homeless.

Purpose

The primary purpose of Project WORTH was to serve the job training needs and facilitate employment for homeless adults in Louisville shelters by providing 1) instruction in basic living skills so that they could become more stable and productive, 2) the academic skills they would need to initially obtain employment, 3) the employability and vocational skill training necessary to obtain and retain employment, and, 4) the transportation, child care, and food service, to make participation in this project possible.

Project Objectives

Project WORTH was designed to serve the job training needs of homeless adults in day, emergency and transitional shelters in

Project Objectives (Cont'd)

Louisville, Kentucky. Project services included: adult basic education, GED preparation, vocational and academic assessment, transportation, meals, child care, basic living skills training, employability skills training, vocational skills training, and job placement.

Target Population

Project WORTH's target population was undereducated homeless men and women; temporary residents of shelters; aged 21 years and older; mostly unemployed; mostly heads of households; many with preschool aged children.

The targeted population represented almost every segment of the homeless:

*Single men
*Single women
*Single men with children
*Single women with children
*Families without children
*Families with children
*Transients
*Louisville natives
*Chemically dependent adults
*Chemically dependent recovering adults
*Untreated mentally ill adults
*Mentally ill recovering adults
*Abused women and children
*Situational homeless
*Marginal homeless
*Chronic homeless

Project WORTH was able to fill many of the needs of the homeless population because of the additional support services of meals, transportation and child care. The shelters were able to offer their residents hope and an opportunity for a "road map" out of their present predicament

Target Population (Cont'd.

because shelter staff could refer clients to Project WORTH for academic upgrade and/or GED, vocational skills training, employability skills and basic living skills. The shelters and project staff worked together to help the homeless to move from hopelessness and dependency to hopefulness and self-sufficiency. This project assisted individuals in beginning the move toward independent living.

Expected Outcomes/Performance Standards

During the 1988-89 year, Project WORTH was committed to the following goals and objectives:

Goal 1: To provide a continuity of service to homeless participants from intake through the retention-in-employment period.

Objective 1.1 By September 30, 1989, at least 135 adults will have received academic assessment.

Objective 1.2 By September 30, 1989, at least 113 adults will have received vocational assessment.

Objective 1.3 By September 30, 1989 at least 75 adults will have received instruction in basic living skills, academic upgrade, and/or vocational skills training.

Objective 1.4 By September 30, 1989, at least 23 adults will have been placed in a job.

Objective 1.5 By September 30, 1989, at least 15 adult will have been retained in a job for at least 13 weeks.

Goal 2: To design a model project worthy of dissemination statewide and nationally, demonstrating how local community coordination can address the employment-related causes of homelessness and the job training needs of the homeless.

Objective 2.1 By November 1, 1988, all the local shelter directors, state and local agencies, and private non-profit organizations that provide services to the homeless will be contacted regarding the project and coordination of resources.

Expected Outcomes/Performance Standards (Cont'd)

Objective 2.2 By May 30, 1989, 150 employers will be contacted regarding job placements and on-the-job training for participants.

Objective 2.3 By September 30, 1989, a model project on job training for the homeless will be designed depicting necessary collaborative efforts and coordination of services/resources.

Goal 3: To maintain and provide detailed information and data for the project performance evaluation addressing the program status, as well as the employment-related and job training needs of the homeless.

Objective 3.1 By September 30, 1989, to have submitted monthly detailed accounting reports of expenditures.

Objective 3.2 By September 30, 1989, to have submitted quarterly progress reports providing a detailed account of services provided during each quarter.

Objective 3.3 By September 30, 1989, to have submitted a final project evaluation.

Objective 3.4 By September 30, 1989, to have cooperated in the national evaluation of demonstration projects.

II. Evaluation Questions

Evaluation activities designed specifically for the Job Training for the Homeless Demonstration program included both formative and summative components.

The formative evaluation component took in all of the data collected during the year as project activities unfolded and which were influential in the development of the 1989-90 project proposal included:

a. Written evaluations from program staff and teachers who interacted with participants; Appendix A
b. Evaluations from participants;
c. Evaluations from employers who hired trained participants;
d. Copies of interviews conducted with selected participants;

Evaluation Questions (Cont'd)

e. Results of the "Project GROW" Career Awareness/Self-Esteem research grant; and
f. Evaluations from shelter staff.

The summative component of the evaluation took in the final outcomes of the project such as:

a. Number screened at shelters;
b. Number referred for project services;
c. Number trained;
d. Number exited without completion;
e. Number receiving academic assessment;
f. Number receiving vocational assessment;
g. Number receiving basic living skills instruction;
h. Number receiving adult basic education;
i. Number receiving vocational skills training;
j. Number enrolled in GED preparation;
k. Number tested for GED;
l. Number receiving GED;
m. Number gaining two levels on the TABE;
n. Average length of training time;
o. Average training cost;
p. Number requiring child care support;
q. Number of children enrolled in child care;
r. Number of employers contacted for employment;
s. Number of homeless placed in jobs;
t. Number retaining jobs for 13 weeks;
u. Average wage prior to enrollment;
v. Average wage at placement;
w. Types of jobs at placement;
x. Average retention rate for placement;
y. Number attaining/upgrading housing;
z. Number enrolled in college;

III. Program Outcomes

A. Program Outcome Measures

Activity	Goal	Actual Result
a. Screened at shelters	150	303
b. Referred for project services	150	264
c. Trained	75	132
d. Exited without completion	*	132
e. Received academic assessment	135	135
f. Received vocational assessment	113	113
g. Received basic living skills instruction	75	172
h. Received adult basic education	75	71

Program Outcome Measures (Cont'd)

i. Received vocational skills training	75	128
j. Enrolled in GED preparation	35	42
k. Tested for GED	*	27
l. Received GED	20	11
m. Gained 2 grade equivalency levels on the TABE	35	11
n. Average length of training time	*	26 weeks
o. Average training costs	*	$2,117
p. Adults needing child care services	*	84
q. Children in child care	100	140
r. Employers contacted	150	189
s. Placed in job	23	42
t. Retained in job 13 weeks	15	24
u. Average wage prior to enrollment	*	$3.70
v. Average wage at placement	*	$4.49
w. Types of jobs at placement	*	10 structural (23.8%) 10 clerical (23.8%) 18 service (42.8%) 2 processing (4.8%) 2 technical (4.8%)
x. Average retention rate	65.2%	57%
y. Attained/upgraded housing	*	77 (58%)
z. Enrolled in college	*	4

* No Goal Established

III. B. Client Characteristics

Project WORTH has served the situational, marginal and chronic homeless from all segments of the population.

The situational homeless are people who are getting by and even doing well until one unexpected blow levels them. Sometimes they are a dislocated worker, a serious illness or injury may wipe out the bank account, or a fire or tornado destroys their dwelling. Many families fall into this category. Usually they can get back on their feet with a little help and direction. But sometimes, they cannot make it back up and slip instead into the marginal category.

Client Characteristics (Cont'd)

The marginal homeless are individuals who drift in and out of homelessness repeatedly. This group includes disadvantaged persons such as high school dropouts, one-parent families, teen mothers, non-English speaking immigrants, migrant workers, battered wives, drug and alcohol abusers. With the right kind of sustained, comprehensive help, this group can return to the mainstream of society.

The chronic homeless are those with severe psychiatric impairment, the destitute elderly, and persons probably needing some form of minimal supervision and possible institutionalization all their lives. These people do not belong in shelters, and should have community-supported facilities designed to address their long-term needs.

Project WORTH participants were recruited and referred from 33 local shelters including:

*soup kitchens and day centers;
*emergency and transitional shelters for single men and women;
*emergency and transitional housing for victims of abuse;
*emergency and transitional housing for families;
*treatment facilities for alcoholic and chemically dependent adults; and
*half-way houses for substance abusers and the recovering mentally ill.

(For a list of shelters that referred participants see Appendix B.)

The particular subgroups among the homeless that were served by Project WORTH included:

-single women

Client Characteristics (Cont'd)

-single women with children
-single men
-single men with children
-families without children
-families with children
-transients
-Louisville natives
-substance abusers
-mentally ill
-native Americans
-Hispanic Americans
-situational homeless
-marginal homeless
-chronic homeless

The Client Characteristics at Intake of the 264 participants served are described in Appendix C.

The most common reasons given for homelessness in shelter interviews were: unemployment, inadequate or lack of income, inability to budget, breakdown in relationships, lack of education, transience, lack of child care, mental health, spouse abuse and inadequate AFDC payments.

Twenty-two of the students were known or suspected of having learning disabilities or mental retardation.

Thirteen students had some form of mental illness.

At least thirty-three students had been in treatment programs for substance abuse.

Forty-five students were victims of domestic violence.

Eighty-four parents received child care services for 140 pre-school aged children during the year. Additionally, 30 school aged children were served in a summer enrichment program at the project site.

Client Characteristics (Cont'd)

The number of school aged children whose parents were served by the program was 187, bringing the combined total of homeless youth under 18 to 327.

127 participants were single, 72 were married, and 65 were either widowed, separated, or divorced.

*72% of the participants were female, and 28% male.
*45% were between the ages of 22-29 years old, 36% between ages 30-54.
*64% were white, 33% black, 1.5% Native American and .8% Hispanic.

The population that was helped only marginally were the untreated mentally ill. Those individuals who were not in counseling or therapy, the mentally retarded, learning disabled, and the chronically mentally ill with a long history of transience or homelessness, were most frequently the least successful participants.

The active alcohol and drug abusers were deeply entrenched in denial and were not able to take full advantage of project services on a consistent basis because of their frequent absences. They would often disappear for days or weeks without notifying staff and then reappear expecting to pick up where they left off in the program. They also exhibited the same behavior in their job placements.

III C. Program Services

Project WORTH's key services directed to project participants were academic and vocational assessments, academic upgrade,

Program Services (Cont'd)

vocational skills training, job employability classes, basic living skills instruction, transportation, lunch, child care and case management activities.

Through the assistance of a staff person hired by the state of Kentucky Department of Education Homeless Education Project, K-HEART (Kentucky Homeless Education and Remedial Training), a part-time Counselor/Recruiter worked in conjunction with Project WORTH staff in case management/ counseling activities, and in recruiting and screening potential enrollees for Project WORTH.

Academic

Prior to entering the program, preliminary academic assessments and a vocational interest inventory were administered by the Case Manager/Job Developer and the K-HEART Counselor/Recruiter in the shelters to interested persons. Academic assessments were then completed in the learning lab at the DuValle Education Center, the project site. The rest of the vocational assessments were completed at the Career Assessment Center. Students were counseled regarding the outcomes of both assessments.

Participants were then placed in learning activities according to the results of their academic testing for instruction in literacy, adult basic education, or GED preparation.

Academic (Cont'd)

Academic upgrade was one of the services most utilized by the participants. The need for academic upgrade was so important whether or not the student already possessed a high school diploma because many students had been labeled as "slow", "dumb", or "bad" when they were in school and had little faith in their ability to learn.

Vocational Skills Training

The vocational components were designed for exploration as well as skills training. The teachers worked with students to develop entry-level skills as generalists. Project WORTH students were main streamed into the clerical training classes and academic lab at DuValle with other adult students who were not homeless thereby avoiding any stigma or embarrassment to the WORTH students.

The results of the vocational assessments were considered in placing participants in vocational training opportunities at the training site. Four vocational skills training classes were offered: clerical (typing, computers and bookkeeping), small engine mechanics, construction, sewing and reupholstery. Child care was offered later as a fifth training component on a limited basis.

Clerical

The clerical component was the most popular vocational training area chosen by the students and one that required a great deal of commitment. It was competency based training

Clerical (Cont'd)

with instruction in typing, word processing and bookkeeping blended with professional etiquette, interpersonal skills and Business English.

Construction

This was a successful training area for the students. Fifty percent of those completing the construction component were working in this vocational skills area. In this component students became familiar with tools for carpentry and woodworking. They were also introduced to blueprint reading and surveying. The instructor emphasized the importance of math in the construction field and they received remediation in math. The students were made aware of the different kinds of construction opportunities and also received instruction in computer literacy.

The students built a small storage shed and panels for the Career Assessment Center as an in-class project. This was a source of accomplishment and pride for them.

Female students, especially single parents, were encouraged to try this "non-traditional" skills area because of the availability of higher-paying construction positions. After talking with several employers and hearing from female speakers who work in the construction field, and in order to get the students in better physical conditioning before beginning strenuous construction work, an aerobics class was offered for those in this component. The clients were found

Construction (Cont'd)

to be heavy smokers and in extremely poor physical shape. They were not used to any regular exercise program, had poor nutritional habits, and were apprehensive about the necessity of the aerobics training. It is very hard for women physically in the construction field; though staff continually tried to alert them to the realities of the field, it was not until they were on the job did they come back to say, "I should have taken aerobics more seriously."

This area of employment has many barriers for those just entering the field. There are unions to join, and transportation, clothing, and equipment required as part of job placement. For women, there is also "testing" for the first few months by the men on the job.

Mechanics

This component began as small engine mechanics but expanded to include auto mechanics theory, air conditioning and refrigeration theory with limited hands-on practice, basic electricity with electrical wiring, and electrical theory and blueprint reading for industry. The need for basic math remediation was also stressed.

This component remained the class with the smallest enrollment. The small group environment offered an opportunity for greater individual instruction and support. The support given by all the staff for the students training and concern for their welfare was the catalyst for success

Mechanics (Cont'd)

for many participants. The skills necessary for a better job often become secondary to the other needs that must be addressed before learning can take place.

The need for acceptance, structure, organization and feeling a part of a group leads many students to continue through the program, not just for the skill to be learned. Students often return to Project WORTH to visit after completion and placement and some appear to not want to leave the program.

Sewing/Reupholstery

This class was designed for the student to work in an entry-level position in manufacturing or to begin their own small business. Students learned how to operate commercial sewing machines, to do alterations, and commercial reupholstery.

This skill component was a wonderful therapy session for many students who needed the instructors warmth, concern, and encouragement. The students considered this class as a way to supplement their income. They were able to alter clothing for their families and could charge others for this service.

During round table discussions with employers from this industry, there was found a need for skilled workers in the community for drapery companies, shirt factories, and small upholstery shops.

For many students their situations are so intense that they have forgotten that its "O.K." to enjoy themselves. In this

Sewing/Reupholstery (Cont'd)

component they not only acquired a new skill but they also had fun. This component helped to give the students a great deal of self-confidence because they had a finished product which they had made themselves.

Other Training

Child care and pottery were training areas that were available but not considered part of the proposed vocational training offerings. These were important for a few students. The child care area has been beneficial not only as a vocational skill, but also to help students with parenting skills. Two students were placed in this area, one woman with six children and another with an infant. They both said that what they learned was most helpful.

The pottery class was an evening hobby class, but, one student showed great aptitude for this craft and won first prize for a teapot she entered in the Kentucky State Fair.

The intensity of the present situations that so many of the homeless find themselves in leads to a lack of enjoyment, other than escape into watching television, etc. Hobbies such as sewing, pottery, or woodworking, while leading to possible job opportunities, have also contributed to the students' self-esteem.

Job Employability

Employability skills classes were an important aspect of

Job Employability (Cont'd)

preparing the students with the tools needed for an actual job search as well as the attitudes and actions necessary to maintain a job.

This class, which evolved into a workshop type format, concentrated on professional behavior, proper work attire, and job-readiness which included goal setting, values clarification, mock interviews, resume writing and filling out job applications. Through these classes the participants learned the importance of making eye contact and gained the self-confidence to better present themselves in actual job interview situations.

The students attended career fairs, had numerous speakers from businesses, and employment/training agencies. The students learned that all their life experiences were useful, not just their actual paid work experience.

Basic Living Skills

This component was a crucial foundation for the success of the participants in their personal as well as career endeavors. This class was initially taught by a psychologist. The focus for the class was on self-esteem, positive parenting, stress management, goal setting and nutrition.

Since many residents of transitional housing were already receiving this type of instruction at their shelters, the

Basic Living Skills (Cont'd)

class was also changed to a workshop format. This allowed for a great deal of individualized and small group counseling, and the opportunity for greater linkages with other community resources. Several facilitators came from the University of Louisville and other community agencies. For a list of community resources utilized for this component see Appendix D.

The grantee received a research grant from the State Department of Education, Project GROW, in January, 1989 which allowed the grantee to measure the single parent/displaced homemaker student's self-esteem and career awareness both before and after instruction in these areas through Basic Living Skills and Job Employability classes. Homeless single parent/displaced homemaker participants self-esteem increased an average of 11 points on one measure. Of the 25 persons for whom both pre and post-test self-esteem data were gathered, sixteen showed increases in self-esteem (60%) and eighteen (72%) showed changes in career choices. These results were compared to a control group of the same number of single parent/displaced homemakers involved in a vocational program at DuValle - but without the self-esteem or career awareness training components in the curriculum. In the control group, seventeen (68%) participants improved their self-esteem but only nine (36%) showed changes in career choices.

Basic Living Skills (Cont'd)

It is interesting to note that the average self-esteem pre-test score for WORTH participants was 16.8, while the average pre-test score for the control group was 32.2. The average post-test score for WORTH participants was 33.2, while the average score for the control group was 36.7. Eleven WORTH participants showed lower pre-test scores than the control group and five participants in the control group pre-tested higher than any of the WORTH participants. Although one more participant of the control group improved in self-esteem than in the WORTH group, the WORTH participants pre-tested at a considerably lower level.

Transportation

Transportation was one supportive service utilized by all the clients. Daily transportation was provided to and from the shelters to the training site for the participants. Since school buses are not equipped with safety belts, parents with pre-school aged children who needed child restraint seats were transported by "Wheels" buses through a sub-contract with the local American Red Cross. For mothers with very small children, it was necessary to sub-contract for taxi service after they had moved to permanent housing. Taxi service was also utilized for clients who could not be picked up by school bus because they resided in transitional apartments in an area of the county which had limited bus service. Costs for providing this service was split with Jefferson County Government Department of Human

Transportation (Cont'd)

Services. Due to the location and expense of transportation, the county purchased a van which was used to transport these clients to Project WORTH.

Jefferson County Public Schools (JCPS) buses had regular stops at 32 shelters to transport participants without children on a daily basis. JCPS buses were also used to transport students to special events such as career fairs.

"Wheels" buses were also used to take students to the Career Assessment Center for the remainder of the vocational assessments. City bus tickets were given to students who had moved from shelters in order for them to continue in Project WORTH and to get to and from DuValle and for personal appointments. In addition, staff often used their own transportation to transport students to numerous appointments for job interviews, medical appointments, social service appointments, court appearances, commodities offices, housing, and emergencies.

Child Care

Child care was a service that was in great demand. Without the provision of child care by this project virtually none of the homeless parents would have been able to participate in Project WORTH. The often long waiting list for child care openings delayed entry into Project WORTH for a number of homeless parents.

Child Care (Cont'd)

Child care was largely provided at the child care center run by the JCPS at the DuValle training site. However, when the facility was filled, additional child care had to be sought and purchased at private centers.

Child care was provided while parents were enrolled in Project WORTH and for up to 13 weeks during job placement. Kindergarten children were provided with half days of child care for that portion of the day when they were not in school. This care was generally purchased from child care centers near the school that provided transportation to and from the school where the child attended.

The "OASIS" program, Opportunities Available (to) Students In (the) Summer, was an activity provided for students entering K-8 at the training site by the DuValle Education Center during the summer months. This enrichment program provided field trips, breakfast, lunch and snacks, as well as supervised activities for over 30 homeless youth in music, arts and crafts, dance, computers, drama, physical education and creative expression. The youth participated in the OASIS program while their parents continued their training activities at the same facility.

Eighty-four participants received child care services for 140 children during the project year.

Food

In addition to the lunches provided by the grant for the students, arrangements were made with "Kentucky Harvest" to provide bakery goods to students during the morning. "Kentucky Harvest" is a non-profit organization that collects surplus food from restaurants, bakeries, and vending machine operators for shelters and soup kitchens. Kentucky Harvest brings the food to Project WORTH for the adult's breakfast and snacks. It is a treat as well as a necessity for those persons living in transitional apartments and those who have moved to permanent housing.

Emergency food was provided at times to students who had moved from shelters to their own apartments or other private housing. Some students who were able to move from shelters had great difficulty financially after they moved from the shelters because of start up household expenses.

Counseling/Case Management

A great deal of crisis counseling, not related to academic or vocational areas, was provided. Students often found themselves in very stressful situations with few resources. Students were counseled, referrals were made, and conferences were held with shelter case managers. Individual attention was given to students on a daily basis in an effort to raise levels of self-esteem and self-confidence.

Case management was also provided by shelter staff for students as long as they were residing there. Most students

Counseling/Case Management (Cont'd)

were eager to leave the shelters and find their own housing. Other students were required to leave the shelters because of shelter regulations regarding length of stay. Students who moved often found themselves emotionally and/or financially unprepared to face the responsibilities of independent living. Project WORTH and K-HEART staff found case management activities necessary for many of these students.

One aspect of the program which was most helpful to students was the stability and structure which Project WORTH offered. The continuity of support from project and shelter staff which the students received during their times of transition was invaluable in helping the students to remain focused on future goals and success.

III. D. Program Implementation

Upon receiving notification that Project WORTH had been funded in mid September, 1988, the project then had to go through the process of receiving official approval by the JCPS Board of Education. Once that was accomplished, positions were advertised and filled, materials and supplies ordered, meetings held with the Louisville Coalition for the Homeless, and personal contact established with the shelters. Staff development training was accomplished as well. Visiting the shelters to recruit, screen, and test applicants was initially an on-going activity of WORTH and K-HEART staff. Later, the shelters did a very good job of recruiting

Program Implementation (Cont'd)

and screening candidates and notifying WORTH when they had possible candidates.

An "Open House" was held on January 4, 1989, for shelter directors, their staff, social service agencies and the media. This event provided an opportunity for shelter staff to tour the project site, meet all the staff, and to feel comfortable in telling their clients about all the components and opportunities available to them through Project WORTH.

During December and January, project staff visited every soup kitchen, plasma center, day center, emergency shelter, half-way house, and transitional shelter to distribute promotional materials and/or recruit, screen, counsel, and test candidates for Project WORTH. The Slosson Oral Reading Test (SORT), the Tests of Adult Basic Education (TABE) Locator, the Self-Directed Search, the Self-Esteem Evaluation, and the SAGE Vocational Interest Inventory were administered in the shelters as part of the pre-screening process by Project WORTH staff.

January 9 was the "official beginning" of the project with participants and their pre-school children picked up and transported to DuValle for a week of orientation, the rest of the vocational assessments, further academic testing, and rotation through the vocational skills training modules. The academic and vocational assessments were administered to all students who were then counseled regarding their assessment

Program Implementation (Cont'd)

results, possible career choices, and available vocational skills training through WORTH. The results of the vocational assessments were considered in selecting the vocational classes most closely suited to the students interests, aptitude, and abilities. Four vocational classes were initially available for students: clerical (typing, computers, and bookkeeping), construction, mechanics, sewing and reupholstery with child care training added later.

Following the academic/vocational assessment process an individualized educational plan was developed for each participant and a counselor assigned. Participants were then grouped according to their academic and vocational training needs and placed in the appropriate vocational and academic component: literacy grade level 5.0 or below, adult basic education 5.0-8.5 grade level, or GED preparation 8.5 grade level and above. One typical student in a "Group A" for example, was on an academic upgrade track only and did not participate in the vocational skills training and those lacking literacy skills needed to spend more time in the learning lab before they could be successfully channeled into the vocational skills training classes. Group A also consisted of students that came to WORTH primarily to get assistance in preparing for the GED. These students were primarily recruited for the K-HEART program which was funded by the state to upgrade the educational status of the homeless. K-HEART participants were considered WORTH

Program Implementation (Cont'd)

participants as well.

Many homeless adults already possessed a high school diploma, GED, or had attended college but still needed remedial education in math, language, or reading because their academic skills were rusty. This group, "Group B", for example, also consisted of students working on their GED but they received the vocational skills training as well.

The Basic Living Skills and Job Employability classes were open to all students. These classes initially met daily, then twice a week, and later evolved into a workshop type format because so many students were receiving this type of instruction at their transitional shelters. The workshop type format allowed for more individualized and small group discussion and counseling. It also provided an opportunity to utilize more speakers from the community.

The Program Logic Model is at Appendix E.

A typical daily schedule for two of the groups is below:

Mon-Thurs.	Group A	Group B	Flexible Friday
9:00-9:30	Pick up at shelters	Pick up at shelters	
9:45-10:00	Arrive at DuValle Education Center; take preschoolers to child care program	Arrive at DuValle Education Center; take preschoolers to child care program	Individual Counseling
10:00-11:00	Adult Basic Education	Adult Basic Education	Employability Preparation
11:00-12:00	Adult Basic Education	Life Skills/Job Employability	Job Search
12:00-12:30	Lunch	Lunch	
12:30-1:30	Life Skills/Job Employability	Vocational Training	Personal Appointments (legal, medical, etc.)
1:30-2:30	Adult Basic Education	Vocational Training	
2:30-3:30	Life Skills/Job Employability	Vocational Training	
3:30-4:00	Return to shelters	Return to shelters	

Program Implementation (Cont'd)

Students attended classes Monday-Thursday from 10:00 a.m. through 2:30 p.m. Fridays were for job search, individual counseling, student's personal appointments and visits by staff to the shelter.

Monthly entry dates for new WORTH students were utilized to avoid daily walk-ins. All academic and vocational assessments were completed prior to participants starting the program. This allowed time for staff to arrange for the students' children to be placed in child care either at DuValle or another child care center.

The Job Developer tracked the progress of students in the learning lab and in their vocational training classes, as well as the Life Skills/Employability classes. After consulting with the teachers and the student themselves, the Job Developer and staff would decide if students were considered ready for job placement and the Job Developer would send students for interviews on job leads which she had generated with employers.

The staff continued to provide child care through the 13-week retention period. The Job Developer continued to monitor the students progress on a regular basis through on-going case management activities with the students and feedback from the employers. The Job Placement Model depicting major program activities from intake through retention is at Appendix F.

Job Training/Job Placement

Moving the students through employability and vocational training classes to job search and job placement was very successful. The employability classes and workshops concentrated on goal setting, resume writing, filling out job applications and mock interviews. The students were given the Self-Directed Search instrument to help them identify their potential as well as the different temperaments for different types of jobs. The students attended career fairs and many were able to dress appropriately for interviews due to donated clothing through an outreach program by the Home of the Innocents and free haircuts donated by local beauticians.

Throughout the year, the students met with counselors from Jefferson Community College. A field trip to Jefferson Community College plus a weekly visit from a Kentucky Metroversity Educational Opportunity Center counselor was helpful for those students interested in attending college. Four out of eight students who had expressed an interest actually enrolled in college this fall. The counselors helped them access financial aid, fill out applications, and develop goals along their career path. The active job searchers, spent one hour a day reinforcing pre-employment skills and actively seeking employment.

The Job Developer developed leads and placed students in jobs. Local employers contacted regarding job placement are

listed at Appendix G. The Job Developer maintained on-going communications (written and verbal) with employers to see how the students were doing on the job. After this contact, the students were given feedback as to whether or not they were doing a good job and areas for improvement. Most employers were pleased with the students effort and performance.

Each student needed nurturing even after job placement. They still needed someone to listen to the many problems that continued to plague them even after they were employed. Some of the problems that remained were: sick children, accidents, undependable transportation and housing. Those students who moved into public housing, or their own housing, lost the support system at the shelters. These students often turned to the WORTH staff to listen or to help resolve their problems. Once again, case management seems to be the important key to stabilization and success even after employment.

Three round-table discussions were held during the summer with local employers invited to the program. The first meeting was with representatives from the sewing/reupholstery industry, the second with large employers, and the third with representatives from employment agencies. This additional strategy of contacting employers to visit WORTH to talk about what skills and attitudes their company looks for in employees and regarding job placement worked well.

Job Placement/Job Training (Cont'd)

Employers were able to see the training first hand and offered suggestions for training to meet their needs. Several students were interviewed and two were hired.

The business representatives volunteered to help with interviewing, filling out their applications, and telephone skills. Students were invited to their corporations for mock interviews. Many companies also offered to let students come to their place of business in an on-the-job training role with perhaps job placement at a later date. The stereotype of the homeless was eradicated for many employers after meeting the students.

Staffing

The staffing/organizational structure of Project WORTH is depicted on Appendix H.

The on-site Project WORTH staff included:

Project Coordinator

The primary responsibilities for the position included managing the day-to-day activities of the project including working with homeless shelter staff in recruiting and retaining homeless adults in the program; maintaining linkages with other service providers to update on project activities, evaluate participants, project activities and solicit feedback and recommendations.

The coordinator was also responsible for establishing student

Project Coordinator (Cont'd)

support services including transportation, child care and food service as well as coordinating and monitoring student assessment, vocational, life skills, and education activities.

The financial and reporting responsibilities included collecting, compiling, analyzing and reporting project progress in compliance with funding agency requests, as well as maintaining and monitoring financial data/information relative to budget expenditures.

Case Manager/Job Developer

This position was responsible for assessing, counseling, and selecting potential students in homeless shelters. The Case Manager/Job Developer worked directly with students and monitored and evaluated each participants progress in each phase of the project and contacted employers for potential jobs for students. The Case Manager/Job Developer analyzed the skills needed and requested by potential employers and worked with vocational teachers and the Job Employability instructors in developing classroom experiences to teach those skills. In addition, she maintained participant profiles and assisted students in accessing other services available to the homeless.

Clerk

This person was responsible for clerical support for project staff, including typing, filing, handling correspondence,

Clerk (Cont'd)

compiling data and keeping project records needed for project evaluation reports. She prepared purchase requisitions, vouchers, and maintained on-going records related to the project budget. The clerk also served as project receptionist, handled telephone, requests from students, and responded to community inquiries.

Counselor/Recruiter (K-HEART Funded)

This person acted primarily as the case manager for the students. The Counselor/Recruiter visited all the shelters on a rotating basis to recruit, screen and administer preliminary educational and vocational interest assessments on possible participants. This person was also responsible for assisting persons who failed to get in the project, or who failed to complete the project, to be referred to other educational services and resources in the community. The Counselor/Recruiter was also responsible for monitoring the students attendance and progress, assisting them with housing and personal needs, as well as arranging transportation for students' vocational assessments and personal appointments.

Teaching Staff

The instructors in the learning lab were responsible for maintaining an individualized educational plan for each student, placing them in the appropriate learning activity: literacy, adult basic education or GED preparation and providing the necessary instruction. The vocational

Teaching Staff (Cont'd)

instructors were primarily responsible for providing the appropriate skills training for the students in order to prepare them for job placement.

Problems Encountered During Start-Up

Program start-up time was approximately ninety days primarily due to the hiring and board approval procedures of JCPS and the fact that the grantee was notified of approval approximately two weeks before the grant was to begin. Another problem that was encountered during the program start-up was the school system's Christmas vacation. The holidays were also a busy time at the shelters so the beginning of the project was delayed until after the first of the year in order to not break momentum once the students were actually enrolled.

Several transportation issues had to be addressed:

1. The students with children presented a logistical problem because no child under 30 inches tall could ride a school bus, and the school buses could not be fitted with seat belts for use with the child restraint seats mandated by law. The American Red Cross "Wheels" buses were contracted to pick up parents with child and infant restraint seats provided by the project. The JCPS buses picked up all the other participants to bring to DuValle.

2. The clients had many transportation needs for court dates, social service appointments, sick children at other schools, housing appointments, job interviews, etc. Bus tokens were purchased but many times staff drove students to their appointments since taxi fares and bus tickets were not perceived as a need in the original Project WORTH proposal. Project WORTH and the shelters jointly shared the responsibility and cost of other transportation needs for the students. The ability to use taxi service for appointments and job interviews allowed the students to return to DuValle

Problems Encountered During Start-Up (Cont'd)

once their business was completed rather than to miss a full day.

3. A lack of transportation presented another barrier to those students who were job ready. The weekend bus service and the distance to many of the industrial parks and jobs in the suburbs was impossible. Many students could not interview or consider job opportunities in the suburbs without their own means of transportation. The staff joined with other agencies to discuss better bus service, but as of this date there has not been a resolution to this issue. A number of construction companies expressed an interest in hiring more WORTH students but construction work sites often move daily and these companies would not hire an individual without their own car to be able to go to and from the work sites. Some students had cars, but they were in poor repair, lacked insurance, and could ill afford gas money to begin working in outlying areas.

4. Another transportation barrier for students occurred when they moved to permanent housing but wished to remain in Project WORTH. The school bus and "Wheels" could only pick up at the shelters and cannot stop all over the city. The students, if they were single or had one or two children, would either walk or take the city bus to DuValle. A single parent with infants, or a large family would often drop out of the project due to the difficulty of bringing all of them to school on public transportation.

The demand for child care was greater than anticipated in the proposal. There were not enough child care slots available at DuValle once the project began to accommodate the great demand from possible Project WORTH participants. Other private child care centers had to be utilized in order to provide the additional child care slots that were needed.

Private Child Care Centers Used

Amshoffs Child Care
Evangel Creative Learning Center
St. Anthony's Angel (Care for sick children)
St. Anthony's Place
Family Place
Mama Honey's

Private Child Care Centers (Cont'd)

Presbyterian Community Center
Old Louisville (School Age)
The House Smitty Built
Home of the Innocents
Calico Cat

Both parents and staff were concerned about what to do with sick children, the high cost of diapers, and formula. Those problems were addressed by utilizing a local hospital that provided child care for sick children and having on-hand a supply of diapers and formula for emergencies.

How the problems of alcohol and drug abuse affected the program.

The staff was hesitant to elicit information on prior or present substance abuse problems from the students during the intake process since so much private information was already being solicited. Staff feared that this information would seem irrelevant to the education process and would be offensive to the student. This was a mistake. The need to know about a student's sobriety or whether they were active drug or alcohol users would have helped in the screening process at the shelters as well as explained the behavior of the students in the project.

The length of time "clean and sober" had a great deal to do with a student's learning ability, success on a job, and emotional stability. Seeing that this information was so important to the entire case management process, staff began to ask about use, frequency and treatment plans. The entire

How Alcohol and Drug Abuse Affected the Program (Cont'd)
project staff was given in-service training by Cyril Wantland, JCPS Coordinator Drug and Alcohol Education, on what to look for when a person is about to relapse, how drugs and alcohol impact upon learning, and helping the recovering person to learn.

These sessions were very helpful for the staff who were then able to give the student insight as to why learning was difficult for them, and to reassure them that it was because of the chemicals that they were experiencing difficulties and not because they were "dumb" or "stupid". In only a few cases were the students so damaged that they had to accept the fact they would never learn the same again.

The staff encouraged the students to attend their group meetings and counseling sessions if they wanted to remain in Project WORTH. The openness regarding this issue actually contributed to the trust level between student and staff being strengthened.

III. E. Program Linkages

The Louisville community is fortunate in that the homeless problem is being addressed through a large number of resources all coordinated through the Louisville Coalition for the Homeless. The state of Kentucky coordinates its efforts statewide to address this pressing issue through the Cabinet for Human Resources, Department of Education, the Governor's Advisory Council on the Homeless, and the Kentucky

Program Linkages (Cont'd)

Coalition for the Homeless. Louisville and Jefferson County are unique because of the extent of cooperation within the total community. The Kentucky Coalition for the Homeless and the Louisville Coalition for the Homeless are active advocates. Through these organizations the community has mobilized to help those people who are most in need.

The multiple services for the homeless that are offered in this community include health care, education, housing, and drug and alcohol abuse treatment. Many of these services are funded through the McKinney Act. Another role that the Louisville Coalition for the Homeless performs is to monitor applications for grants in order to avoid duplication in grants overlapping. If a need is being met successfully, the Coalition will discourage competition to meet the same need. They will, however, encourage organizations to seek funding for needs that have not been met.

The federal, state, county, and city government are committed to bettering conditions for people who are living on the streets and in shelters. Louisville has 33 shelters and at least four McKinney grants for education, job training, housing and drug and alcohol abuse in this community. Louisville is so well-known across the country for its varied homeless services that a number of communities have given their homeless people Greyhound bus tickets to Louisville since those communities are unable to offer their homeless

Program Linkages (Cont'd)

the services that are available in this community.

There was real cooperation among the homeless service providers in the community. The cooperation has led to more coordinated assistance for the homeless population. For example, if a WORTH student needed eyeglasses, staff contacted the St. John's Day Center which operates a medical component. If a student needed drug/alcohol treatment, the Jefferson Alcohol and Drug Abuse Center (JADAC) had residential and out-patient treatment for indigents and "Kentucky Harvest" provided food. The Systems of Coordination/Program Linkages are depicted on Appendix I. A list of organizations and agencies that were utilized for Program Linkage is listed at Appendix J.

Funding for other needs that were not addressed in the original WORTH grant were accessed through a grant from the Metro United Way Priority Programs Fund. This grant was used for emergency food, transportation, medical supplies, personal care items, required work-related uniforms and equipment, diapers, and other necessities for the students.

The American Red Cross provided transportation for homeless parents with pre-schoolers to get to Project WORTH. The numerous shelters worked together to help provide food, case management, clothing, and shelter. Most of the agencies serve on committees of the Louisville Coalition for the Homeless and are familiar with each ones focus and mission.

Program Linkages (Cont'd)

The Coalition is evolving into a strong effective force in combatting the many issues facing the homeless. (Appendix K) Project WORTH has been readily welcomed by other service providers and is considered a key element for training and re-training as well as "the place to go" for adult education.

State government has made a strong commitment to adult education activities for the homeless, especially to adults interested in getting their GED. The Kentucky Department of Education granted additional funding to JCPS Adult Education to assist Project WORTH with its educational and outreach activities. This grant, known as K-HEART (Kentucky Homeless Education and Remedial Training) paid the salary for a part-time Counselor/Recruiter and for more staff in the adult basic education lab. The Kentucky Department of Education made a videotape of its homeless projects and included Project WORTH. The state was most supportive of the WORTH program and the services that were provided.

The Kentucky Department of Education funded another project for JCPS Adult Education, Project GROW, which was used in conjunction with Project WORTH participants. Project GROW was a research project designed to measure the impact of training on self-esteem and career awareness on single parent/displaced homemaker Project WORTH participants and a control group that received no such training.

Kentucky Metroversity Educational Opportunity Center

Program Linkages (Cont'd)

counselors were available to meet with interested WORTH students once a week to encourage them to further their education beyond a GED. Metroversity is a post-secondary counseling service provided by area higher education institutions.

Jefferson County government helped Project WORTH by sending weekly job postings, offering to help with interviews, and by referring their clients to Project WORTH who reside in transitional housing units which are paid for by McKinney funds.

The City of Louisville sent weekly job postings and interviewed several students for positions.

Employers of WORTH students were most cooperative in reaching out to help. They hired students, helped to get others job-ready, and have been a constant source of encouragement and support for the students that they hired.

The non-profit agencies have been an important linkage. The churches donated food and clothing for students. The Volunteers of America, Wayside Christian Mission, East Baptist Center, and Jefferson Street Chapel hired students to work in their shelters. The Catholic Charities advertised in parish bulletins to encourage people to hire the homeless and they also gave property to the homeless for housing sites. Local hair stylists volunteered by giving free hair cuts for

Program Linkages (Cont'd)

students so they would look more presentable for interviews which helped raise their self-image.

The numerous shelters were a major contributor of community support for our students. They recruited, helped students establish realistic goals, and helped to keep the students enrolled. They helped share the expenses of transportation, child care, and to meet needs that would keep the students in the program or help to maintain them on the job. Without the constant support of everyone working together to hurdle the many barriers the homeless are confronted with many of the students and their families would be unable to establish a life of self-sufficiency and independent living.

Case Management Activities

The commitment of staff to the program was a key to its success. Many students described the staff as "family" and "people who really care what happens to me." The entire staff did case management but the re-entry into the work force cannot happen without the commitment of the larger community to giving homeless persons a second chance.

The case manager (Counselor/Recruiter) on average, conducted no fewer than fifteen counseling sessions per day with students. Counseling often involved making arrangements for, or providing, services such as transportation to medical or other appointments, clothing, food, haircuts, and locating resources for items such as diapers and bottles.

Case Management Activities (Cont'd)

The daily contact with the students was critical in providing the emotional and moral support so necessary to motivate the participants to continue in the project.

The case manager was able to access the many services that the students needed. The importance of the case managers role and the case management approach cannot be overstated.

III. F. Program Effectiveness

The focus of Project WORTH was not only on job readiness, training and employment, but providing the opportunity for the individual to obtain their GED, upgrade their academic skills, and acquire the coping skills necessary to overcome many of the barriers that facilitated their homelessness in the first place.

The design of Project WORTH which capitalized on the team approach of case management, support of the shelters, willingness of employers, and commitment by the student and staff led to a high rate of success for Project WORTH in meeting the intent and goal of the Job Training for the Homeless Demonstration Program. But, all this would not have been possible without the provision of child care and transportation which allowed the students the peace of mind and opportunity to pursue their studies and acquire the skills necessary to compete again in the workforce.

The fact that 50% (132) of the students who entered Project

Program Effectiveness (Cont'd)

WORTH (264) were trained can perhaps be attributed to many factors: 1) we are dealing with a very transient and troubled population, 2) no stipends were offered for those that desperately needed money and could not afford the "luxury" of attending school, 3) no provision for nighttime vocational training classes and no provision for child care or transportation for those that work during the day, and 5) the length of the training program.

Project WORTH's goal to serve 150 participants was exceeded by 114. Three hundred-three persons were screened and interviewed at shelters and 264 were referred for project services and 132 were trained. Exactly half, or 50%, of those persons referred, for one reason or another, did not complete the program. Some participants left after the first day, some moved out of town, others were interested in other areas of vocational training that were not available through this program.

Forty-two students enrolled in GED preparation which exceeded the goal by seven. Although we projected that 20 students would receive their GED, only 11 had received notification by the end of the project year. Twenty-seven students took all or part of the GED test and some required more time in academic upgrade and still others became discouraged and failed to complete all portions of the exam.

Seven of the eleven people who received the GED were placed

Program Effectiveness (Cont'd)

in jobs. Five of the seven people who passed the GED were retained 13-weeks, 21 of the 42 people placed were high school graduates or had their GED, 11 of the 24 people retained in jobs were high school graduates or had their GED, 32 of the 42 people placed either received their GED through WORTH or were already high school graduates or had their GED. Lastly, 11 of the 42 placed were not high school graduates but were enrolled in GED preparation through Project WORTH.

Complete data was unavailable for the 132 who exited the program prior to project completion because we did not post-test often enough. It was not anticipated that as many students would exit as early in the program as did. The length of time necessary to remediate the homeless adult and to train or re-train for effective employment options was an obstacle for many clients in this program. Many students could not stay in this un-stipend program for the length of time necessary to become truly job ready. They often left the program to take a lesser job to get money just to survive.

Another special population that was least successful, most difficult to serve, and less likely to stay in and complete the program were the chronic homeless males who were most often untreated, chemically dependent. Another group that was unable to adapt to this program were the severely mentally ill or emotionally disturbed.

Program Effectiveness (Cont'd)

The mentally ill "street person" was unable to commit to such a long-term training process and the project did not have trained psychiatrists on staff to handle their case management needs.

Those mentally ill or emotionally disturbed persons who were in treatment, or living in half-way houses, and have a system of support were served.

Housing Attained

Out of the 132 participants who were trained through Project WORTH, 82 (62%) were enrolled from day centers or emergency shelters, and 50 (38%) were enrolled from transitional shelters/housing.

24 (29%) of the 82 emergency shelter enrollees went to permanent housing and 16 (20%) went to transitional housing. A total of 40 (49%) of the emergency shelter enrollees attained/upgraded their housing status. See Appendix L.

Fifteen (30%) of the 50 transitional shelter enrollees went to permanent housing, and 22 (44%) were able to remain in transitional housing due to the fact that they were enrolled in Project WORTH. The fact that these 22 did not go back to the streets, or to emergency shelters, should be considered as positive because they were able to stabilize their lives through their participation in the education/job training activities which Project WORTH provided. Therefore, a

Housing Attained (Cont'd)

combined total of 37 (74%) of transitional shelter/housing participants attained/upgraded their housing status. See Appendix M.

Considering the 40 emergency enrollees who upgraded their housing status with the 37 transitional housing enrollees who attained/upgraded their housing status, a combined total of 77 (58%) of all the participants trained in Project WORTH upgraded their housing status.

Additionally, 26 (62%) of the 42 participants who were placed in jobs attained or upgraded their housing status. Eighteen or 75% of the 24 participants who retained their jobs 13-weeks upgraded or attained housing while only 8 or 44% of the 18 who did not retain their jobs for 13-weeks upgraded or attained housing.

IV. Findings, Conclusions, and Recommendations

The importance of the linkages of federal, state and local government with social service agencies, non-profit organizations, educational institutions, and the many varied care providers all united to alleviate many of the employment-related barriers of the homeless cannot be stated strongly enough. This is an important first step, but only a step. Job training efforts such as Project WORTH must be continued, adequately funded, and replicated wherever feasible.

The importance of returning to school for an education,

academic upgrade and acquiring a GED on the self-esteem of a homeless individual, and its implications as an intervention strategy for an undereducated family - as well as its impact on the total family value and the individuals job-readiness - is profound and far-reaching.

It is extremely important to consider the value of educational services as a component in projects serving homeless individuals. The link between poverty, joblessness and undereducation is very clear (1980 U.S. Census Report, Illiterate America (Kozal, 1980), "Kentucky: The State and Its Educational System" (Hodgkinson, 1988). One out of five children are born into poverty. This in fact is increasing, which makes our efforts to increase the educational levels of their parents even more urgent.

Education enhances the ability of jobless, homeless people to get and keep jobs, and definitely improves the image they have of themselves. Impoverished people often have exaggerated feelings of worthlessness and inadequacy about their abilities. Often, these feelings can be reduced when progress is made toward educational goals. Those students who were retained for 13 weeks showed significant educational improvement. A clearer, brighter attitude about the possibility of success spreads to other areas where achievement is obvious--in interpersonal relationships and goal-setting--both of which are critical in helping the

homeless gain independence.

Project WORTH demonstrated many positive outcomes for the first year of this program. The staff, students, and agencies serving the homeless have concurred that this program successfully served this difficult population.

One key factor leading to its success was the case manager who was a "sounding board" for the students and helped them tackle many personal obstacles in their lives. The case manager spearheaded the staff to motivate and encourage the students and was crucial in helping to build self-esteem and confidence in the students. This encouraged them to remain, in or return to, the training program as they attempted to deal with their personal problems at the same time.

Another key factor that enabled the program to meet or exceed many of its goals was the open on-going communication that was established between the shelters and project staff. This openness and sharing of information led both staffs to set common goals with the students. This gave the students a sense of direction rather than feeling they were being pulled in different directions by various service providers.

The opportunity for the student to remain in transitional housing beyond the maximum period normally allowed because they were participating in this education/job training program is further evidence of the commitment of the shelters

to the long-term needs of their clients and commitment to helping this project succeed.

Project WORTH was welcomed to the Louisville Coalition for the Homeless and was recognized as an "answer to their prayers" because of the provisions of child care, education, and job training which so many of the homeless sorely need. The Coalition for the Homeless provided a forum which enabled all the service providers to come to the table for open dialogue and planning for the future.

The element that was perhaps most crucial to the success of Project WORTH was the many services that were available by the grantee, the Jefferson County Public Schools. The education component, which was the foundation for Project WORTH, had far-reaching impact into the homeless family which was not fully anticipated. As educators, staff knew how important education was but thought that they would have to struggle to make the students appreciate its importance as an intervention strategy. Educational upgrade, or acquiring a GED, was often a long-range goal that many clients were able to achieve through WORTH. Although not as many actually received their GED as was projected, many of those that failed the exam have not given up the goal of receiving it and are still in the program upgrading their education and are determined to receive their GED. Many students valued the opportunity to be able to return to school in a non-

threatening environment. This was possible due to the addition of the many services that the school system was able to offer: transportation from the shelter to the training facility, on-site child care, meals, vocational and academic assessment, academic and vocational instruction, an environment conducive to adult learning, access to other resources that the students would need in the community, and help in securing employment.

Conclusions

Major conclusions gleaned from Project WORTH are:

1. The "average Project WORTH participant was a white female between the ages of 21-25. Almost twice as many females (86) were enrolled in the program as males (46). Almost twice as many of the participants were white (80) compared to black (46); four participants were Native American and two were Hispanic.

2. The average Project WORTH participant enrolled from emergency shelters was a white female between the ages of 21-25 who received 12.54 hours of instruction and was not enrolled in a GED program. The average Project WORTH participant enrolled from transitional shelters was also a white female, was between the ages of 26-30, received 17.03 hours of instruction, and was not enrolled in a GED program. The average Project WORTH participant enrolled from day centers was a black male between the ages of 35-40, received 21.44 instructional hours, and was not enrolled in a GED program. Data reported on day center participants should be considered tentative due to the small number enrolled in those facilities.

3. The average GED-enrolled Project WORTH participant from emergency shelters was a white female between the ages of 15-20 who received 15.84 hours of instruction. The average GED-enrolled Project WORTH participant from transitional shelters was also a white female, was between the ages of 21-25, and received 20.91 hours of instruction. No profile on GED-enrolled participants from day centers could be developed due to the small number enrolled in those facilities.

Conclusions (Cont'd)

4. Over 132 Project WORTH participants received 2,312.75 hours of instruction during the course of the project, an average of 18.06 hours per participant. The range for project participants' instructional time was from 4.0 to 196 hours.

5. Project WORTH participants showed an average grade equivalent gain of .87 in reading and 2.5 in math.

6. During the course of the program, Project WORTH participants' self-esteem increased an average of 11 points on one measure. Of the 25 persons for whom both pre- and post-test self-esteem data were available, 16 showed increases in self-esteem.

7. After Project WORTH programming, wages of participants increased an average of $ .79/hour. Twenty-nine of the 42 persons on whom both pre-program entry wage data and post-program wage data were available showed increased wages after Project WORTH participation. Statistics show that the average wage prior to program enrollment was $3.70, ranging from $2.00 to $7.70 per hour. Wages after Project WORTH participation and job placement averaged $4.49 and increased an average of $ .79, ranging from $1.00 to $7.95. Data regarding occupations of Project WORTH participants subsequent to program participation is attached as Appendix N.

8. Over-all, Project WORTH participants received instruction and demonstrated gain in achievement, self-esteem, and earning power. In addition, project staff were able to develop a composite "profile" of project participants as well as a profile by shelter type.

Recommendations

The following recommendations for designing and implementing an effective job training program for the homeless are based on the grantee's experience as a result of the first year of implementation, analysis of program outcomes, and include some suggestions which are above and beyond the design of Project WORTH.

Recommendations (Cont'd)

1. An effective job training program must be highly structured to provide the stability that the students need but should also be as flexible as possible to accommodate the varied needs and emergencies that arise in the personal lives of the students.

2. Remove participants from the shelter environment in order to conduct effective job training activities.

3. The program must be as comprehensive as possible and provide support services such as child care, meals, and transportation.

4. The intake selection process should be as selective as possible, i.e., more in-depth selection interviews regarding the goals of the participants, requiring a certain length of time of sobriety before accepting substance abusers, providing an orientation period for each group of enrollees accepted during the project year, as well as having the participants sign a contract after the orientation period.

5. Provide ample staff as well as certified counselors as case managers.

6. Conduct staff development training in stress management, burn-out, chemical dependency, dealing with the disadvantaged, etc.

7. Provide a great deal of recognition and encouragement, i.e., regular newsletters highlighting student accomplishments - such as jobs, GED's, birthdays, awards ceremonies, etc.

8. There are many supplemental things that need to be provided for students to actually prepare them for job interviews - haircuts, clothes, work equipment, dental care, physical fitness.

9. A successful job training program cannot just address the vocational training needs of the participants but must address their physical, physiological, and psychological needs in conjunction with their academic and employment needs.

10. Because of the dire financial straits of the participants, consideration should be given to providing a training stipend for participants enrolled prior to their job placement.

Recommendations (Cont'd)

11. There should be strong linkages established with the many local service providers and regular open communication and cooperation encouraged between project and shelter staff.

12. Provide access to additional specialized vocational training options and continuing education options outside those offered by the project.

13. Provide both day and night educational and vocational training opportunities.

14. Provide low-cost affordable child care during and beyond the 13-week job retention period.

15. Provide tuition and books for those students who wish to attend college.

16. Because of the transiency of the population, it is necessary to post-test the students much more often to provide them positive feedback as well as to assure proper data collection for reporting purposes.

17. Provide opportunities for supervised parent/child activities and interaction in order to break the cycle of poverty and undereducation.

18. Encourage the local housing authorities and shelter providers to develop, provide and require alcohol and drug-free housing in transitional and permanent housing placements which might lessen chances of relapse for this population.

19. Job training and placement are more successful if educational deficiencies are addressed in conjunction with training in basic living skills, employability skills and vocational training.

STAFF EVALUATION
PROJECT W.O.R.T.H.
1988-1989

WHAT WERE YOUR EXPECTIONS OF THIS POPULATION?

1. Low functioning, no motivation
2. People that had no motivation, they had easily given up
3. Lack of motivation, low education, lack of commitment
4. A population with myriad problems
5. A desire to gain or improve basic skills to better their opportunities and life choices
6. I expected this population to be more motivated about attending classes. I didn't expect attendance to be so poor I expected it to be an older population
7. To see this population become confident personally and academically
8. I expected the majority of the population to be under 45 years old, unskilled, mostly drop-out, male, with dependency problems, low self-esteem and low motivation. Displaced workers.
9. My expections ranged from individuals with severe problems to those who were temporarily down in their luck. I saw the latter a primary target group for short-term education leading to self dependency.
10. I expected their general academic skill levels to be lower than they were.
11. The same as any other population. (after they started)
12. I had absolutely no clues as to what to expect; probably my expectations were not extremely high.
13. I expected a segment of the population who had fallen on hard times due to unemployment and some due to unemployability. I expected some who were in dire situations due to chemical dependency problems.
14. I was very pleasantly surprised to find they were above my expectation! The various reasons for their homeless situation were true unfortunate circumstances.
15. My expectations was that the students would have a lower educational level, and would lack motivation and self-esteem.
16. Adjust to real life situations and become self dependent.
17. My expectations of this population was no different than for our regular students - some of which are homeless but not in shelters.

DID THE STEROTYPE OF THE HOMELESS CHANGE AFTER WORKING WITH CLIENTS

12 YES 5 NO 1 NO ANSWER

1. Many people lacked self-esteem and had almost given up - they were afraid of failure.

2. I found these people to be very personable. Some seemed very willing and eager to try.

3. Had previous experience and education in working with differing populations (including homeless).

4. They did have myriad problems but I was surprised to find so many that were as bright as they were and so appreciative of the educational and training activities.

5. Perhaps not a change, but rather a greater appreciation of the frustrations and barriers faced.

6. I didn't sterotype the population in any negative way.

7. The majority of clients were willing and eager to go along with what was suggested for their growth. After being sterotyped as hostile, lazy, non-caring individuals, I found most to be pleasant, and I also made a few friends.

8. The population was younger, more female, more family-oriented that I expected. Many of the students were better dressed than I expected as well, and there was a far wider variation in functioning skills and TABE-measured intelligence levels. Motivation higher than expected, though not as high as general learning lab population.

9. I was pleased to learn that so many of them are avid readers and also work hard to help their children succeed in school.

10. For homeless it motivated them, gave them a better outlook, encouragement.

11. I had some very motivated students, who given the opportunity (and less stressful circumstances) proved to be very good "learners".

12. I was overwhelmed by the percentage of homeless who are happy to remain stagnant; the number of very young parents without high school diplomas, and who are afraid of success in job searches because they will lose their "free ride" status.

13. I was expecting the usual TV sterotype! Instead, the students are well dressed, eager to improve their skill, and usually have some immediate goals they are anxious to achieve.

14. The clients were much brighter, understood the need for education much more than I anticipated.

15. Being responsible as an adult-self-esteem classes, their evaluation and counseling sessions seem to help.

16. I didn't place the homeless in any particular group. In my class a student is there to learn typing - that's what I do teach them no matter what their background.

17. I don't feel I'd classify or sterotype homeless folks as a certain thing. Working with adults for 20 years has taught me that people are not easily classifiable - no two handle things in the same way.

LIST ANY PROBLEMS THAT YOU MAY HAVE ENCOUNTERED AND HOW THEY WERE OVERCOME

1. Transportation to the assessment center. We have tried to provide more testing at DuValle.

2. Transportation to and from the assessment center. We now have Level I testing at DuValle.

3. Lack of motivation; better preparation and explanation could help to solve this problem.

4. Lack of ability to focus attention on study, easily distracted by surroundings. Attention span is usually brief. Retention of material limited. Solution? Hopefully, time and patience and kindness.

5. Attendance is mojor problem and it has not yet been overcome.

6. There were no major problems, I experienced hostility and sadness with a few student, but after speaking with them one on one, problems were solved, and always ended smoothly.

7. Impatience - wanting specific services right away, and expecting achievement levels to accelerate faster than indicated. Students adjusted expectation to more realistic levels after a week or 10 days of instruction and programming.

8. The major problem was students in ability to adjust to educational programs schedule for daily attendance. Progress was slower than normal which required more patience for staff.

9. There was the problem of my putting ideas in a context of traditional, middle class lifestyles which didn't apply. I became familiar with the problems of "unsettled" lifestyles and new context are possible.

10. Absence is a great problem. Counselors have helped deal with this situation.

11. The biggest problem I noticed is the discontent over "rules" they come into class at times extremely disgruntled over the "rules" (or enforcement of rules).

12. I have had some students who did not have basic skills - I took them separately and taught them the necessary skills. I had some students who were incompetent to learn the necessary things in my class and we discussed the, and removed them to other classes.

13. One thing I noticed at first was how many had a very low self-esteem. This project has been most successful in this respect. Most attitudes have become positive and full of a sense of self-worth.

14. The barriers of child care, illness, and the lack of ability to cope with crisis is difficult to overcome. The need for "hand holding" and restoration of humor and dignity is key to the road back to independent living.

15. Being lead around. After adjusting to the real world again, they took responsibility of where they were and where they were going.

16. Many of the homeless have personal problems (drinking, drugs attitude mental, etc) that slows their learning process. Be patient with students - this is so new and hard for many. Help them set attainable goals.

17. High rates of absenteeism and unrealistic expectations and in some case no motivation. Same as the regular walk-in students. No more - no less; out through staff intervention and caring.

WHAT IF ANY BARRIERS ARE THERE TO SUCCESSFUL JOB PLACEMENT FOR THIS POPULATION

1. Lack of job training programs which fulfill needs of local employers.

2. More support from local employers willing to place the homeless in jobs. More training programs which fits the needs of employers.

3. Education, skills training, social training.

4. Need for immediate gratification. They need patience and funds to allow adequate time to acquire needed vocational training. Since many receive low paying jobs, affordable or free child care is a necessity. So many single parent mothers lacked parental skills and had low expectations for success.

5. Employment opportunities for these individuals in a job paying a living wage are extremely limited. Some work with the individuals in presenting themselves to a potential employer and in meeting demands/expectations of employer, i.e., motivation, work ethic, relationship to supervision.

6. Lack of motivation, drug and alcohol abuse, employer sterotypes of population. Lack of transportation, lack of family support, lack of spouse support, low wages, low skills, low self esteem pregnancy. Unrealistic job goals - wages, communication skills, dress, childcare, medical expenses, lack of goals.

7. (1) Educational: Job skill requirements
   (2) Proper Clothing
   (3) Ability to maintain a stable lifestyle

8. Low levels of reading, math, written communication and specific job skills.

9. This population would not have the same kind of family support others would normally have. Lack of money would hinder, get transportation to work, childcare, residence until the pay checks begin rolling in.

10. Possible prejudice - blaming the "victim" - feeling that the homeless did not desire to work or get ahead.

11. Absences, Lack of transportation, substance abuse, bad health and eyesight, day care, and sick children.

12. Starting at the lower end of the pay scale when entering jobs, this population very often feels threatened to be give up what security (funding, shelters) for perhaps less than they are given.

13. Whoever counsels these people paints an untrue picture, these people should be made aware that their situation is the exception and not the rule. Real people don't live on free housing with free food, etc. Shelters are a temporary "leg up" to successful jobs and family living conditions.

14. Lack of a high school diploma or a GED. Jobs are impossible without this. Also, transportation is a problem. Many lack the ability (and confidence) to fill out an application and go for an interview.

15. The crisis of no undergirding during early job placement. Health insurance, transportation, child care and replace of alcohol or drugs. The problems of court seems to be a major barrier that leads to "falling off the wagon".

16. Sickness, childcare, transportation, court dates, cleanliness, clothes, need to dress appropriately for classes as if they were on a job. Blue jeans seem to be the only thing they know. They have been offered better.

17. Three basic ones: clothing cleanliness or appearance, and lack of proper training. Many don't have the proper clothing needed for a job or the knowledge of dressing successfully and the importance of their appearance, hair, make-up, neatness, poise, etc. Some are so anxious to get a job or they need a job so badly, that they don't stay in the training program long enough to receive proper training, but settle for the first job available. Then comes the problem of staying employed. Many of the homeless (personal problems considered) may not be able to keep a job because of housing, child care, transportation or just not being able to keep a schedule.

18. Low academic levels and childcare needs and transportation, for some jobs lack of equipment needed to start the job (construction areas)

DO YOU HAVE ANY SUGGESTIONS/RECOMMENDATIONS FOR THE PROGRAM?

1. Develop more training programs.

2. Have more training programs.

3. Better preparation and explanation of the vocational testing before hand . Better transportation and schedule arrangement.

4. Offer additional vocational training opportunities. Offer night-time classes for those that work during the day. Provide a way fro some of the brightness and motivated student to go to college or a trade school.

5. Not familiar enough to comment.

6. There needs to be a motivational type program to attend. Some students have said they are here because they have to be. It seems as though many of the single people are more motivated that married people in this population. The students need more contact with employers.

7. My suggestions are that the program offers a wider selection of vocational training for the students, and also offer more attention to each student individually.

8 I think a combination of ABE upgrade and vocational training along with the counseling you give is an excellent way to reintegrate this population into the economic mainstream.

9. Relocate at a vocational facility with more vocational training opportunities and less transportation difficulties.

10. For my writing skills class, I would like to have the students arrive when the class begins, at 9:00 A.M., instead of almost 10:00 A.M.

11. Better communications between WORTH and SCORE.

12. I believe the biggest plus of this program is the positive attitude and boost to egos that is given. Many of the participants feel very positive and reaffirm belief in themselves attaining an education seems much more attractive.

13. I believe these people need more pressure to do better. They have become complacent, and they expect to be supported. If there was more pressure to use the skills they learn and take job opportunities their numbers would decrease drastically, another problem is the lack of necessity to learn - they think it is not necessary.

14. Job placement is a real need, but hopefully not at the expense of an education.

15. Case management is the key and they need to have a smaller work load to constantly keep in touch with other resources and to follow client for one year.

16. Counselor, for better communication between student, staff, and shelters being in touch if they are absent from the program 2 or 3 days a week.

17. (1.) Better housing situations so a person doesn't have to move around during training sessions.
    (2.) Stay in the program longer, get proper training to be able to get a better job and so teachers can get to know student better for recommendation purposes.
    (3.) Set aside funds for interview clothing so each person will have at least one business suit.
    (4.) Help work out child care before employed.
    (5.) Help with scheduling to make better use of time.

18. Have students more clearly and realistically define long and short term goals (It is not real to expect to come to a job training program for 2-3 weeks and get a job paying $9.00 - $14.00 an hour).
    I also think that students entering the program that are here simply because they can't stay in the shelter all day.
    I also feel students with medical and emotional problems should have those problems addressed before coming into the job training program.
    Another area that needs to be addressed is that eyeglasses be provided for those needing glasses and those needing dental work have that done (maybe thru U. of L. dental school).

List of shelters referring clients to Project WORTH:

Shelter	Type	Population Served
1. Bridgeway	Halfway House	Alcoholic Males
2. Cabbage Patch	Settlement House/Day Center	
3. Dismas House	Halfway House	Parolees/Probationers
4. Emmaus House	Emergency	Women
5. Frank's Place	Emergency	Men
6. Jefferson Street Chapel	Transitional	Men
7. Rangeland Apartments	Transitional	Families
8. Mission House	Emergency	Men
9. St. John's	Day Center	
10. St. Jude	Halfway House	Recovering Drug & Alcoholic Females
11. St. Vincent	Soup Kitchen/Emergency	Men
12. St. Vincent de Paul Apts.	Transitional	Families
13. Salvation Army	Emergency	Men
14. Salvation Army	Emergency	Women/Families
15. Spouse Abuse Center	Emergency	Women
16. Spouse Abuse Center	Transitional	Women
17. Volunteers of America	Emergency	Men
18. Volunteers of America "3rd Step"	Transitional	Recovering Drug Abusers - Males
19. Volunteers of America "Tingley Center"	Halfway House	Recovering Mentally Ill - Men
20. Volunteers of America "Women's Shelter"	Emergency	Women/Families
21. Volunteers of America "Home Sweet Home"	Transitional	Families
22. Volunteers of America "Home Sweet Home"	Transitional	Families
23. Volunteers of America "The Women's Center	Transitional	Women
24. Wayside Mission	Emergency	Men
25. Wayside Mission	Emergency	Women & Families
26. Westside	Emergency	Men
27. YMCA	Transitional SRO	Men
28. Augusta House	Emergency	Women
29. Liberty House	Emergency	Teens
30. Veterans Admn.		Homeless Veterans
31. Heverin House	Transitional	Women & Children
32. Talbot House	Transitional	Recovering Male Alcoholics
33. Jefferson Alcohol & Drug Abuse Center "Project Connect"	Sobering Up Station	Alcoholic Men

CLIENT CHARACTERISTICS AT INTAKE

1. Demographics - 264 served

Sex
- Male - 73
- Female - 191

Age
- 14-17 - 4
- 18-21 - 40
- 22-29 - 120
- 30-54 - 95
- 55 + - 5

Ethnic Group
- White - 170
- Black - 88
- Hispanic - 2
- American Indian - 4
- Asian - 0

Family status
- Single - 127
- Married - 72
- Widowed
- Separated > 65
- Divorced
- Number/ages of Dependent Children - 327
  - 0-3 - 146
  - 4-7 - 95
  - 8-11 - 50
  - 12-14 - 20
  - 15-18 - 16

Citizenship
- U.S. Citizen - 263
- Non-Citizen
  - Limited English - 1

Veteran Status
- Non-Vet
- Vet - 9
- Disabled Vet - 0

Education
- School Dropout - 25 Grade 8
  19 Grade 9
  45 Grade 10
  27 Grade 11
- Student (HS or Less) - 122
- GED - 30
- Completed HS, not beyond - 70
- Post HS/College - 17
- Completed College - 0

Public Assistance
- UI Claimant - unknown
- AFDC Recipient - 61
- SSI Recipient - 1
- Food Stamp Recipient - 64

2. Employment History

Labor Force Status
- Full-time employed - 35
- Part-time employed - 24
- Not in Labor Force - 90
- Unemployed (Short-term) - 68
- Long-term Unemployed - 53

Length of Time Worked (Months)
- Past Year
  - Part-time - 43
  - Full-time - 26

3. Barriers to Employment

Mental/Emotional Problems - 18
Alcoholic - 18 AA Meetings - 18
Drug Abuser - 5
- Primary Drug of Abuse

Handicapped (Physical) - 2
Offender (Criminal Convictions) - 31
Pregnant - 6
Reading Skills Below 7th Grade - 18

4. Housing Situation

Current Housing Status - 303
- No. Housing/homeless
- Shelter-temporary - 139

Transitional housing - 58
Permanent housing - 55
Moved from Emergency/
- Transitional - 9

Moved from Transitional/
- Permanent - 32

Reasons for Homelessness (See narrative)

- Length of Homelessness
  - 6 Months or Less - 175
  - Over 6 Months to 2 Yrs. - 48
  - Over 2 Yrs. - Unknown

List of Community Resources/Speakers for the Basic Living Skills and Employability Skills classes

Ron Hutchins - Psychologist/Counselor (Raising Self-Esteem)

Vicki James - ACCEPT, American Red Cross (Money Management/Budgeting Information)

Steve Davis - Consultant (Career Development/Employability Skills)

Joyce Harris - University of Louisville Child Care Center ("Positive Parenting")

Ann Wunsch - Job Employability

Jenny Gadd - Personnel Director, First National Bank (Seminar on Interviewing)

Team of Career Counselors - Jefferson Community College Counselors (6-weeks on Career Development/Job Employability Skills)

JoAnn Clancy - Project Director, Bennington Corp. (Non-traditional Employment)

Betty Jacobus - Director, YWCA Creative Employment Project (Non-traditional Employment)

Recruiters from the Louisville Fire Department - (Non-traditional Employment)

James Howard - JCPS Adult Education Instructor, (How to Relieve Stress)

Cecelia Shipley - Career Counselor (Professional Behavior)

Meta Potts - Consultant JCPS (Test Anxiety)

Don Burgins - Chemical Dependency Counselor (Self-Esteem/Motivation)

Dr. William Parker - U.of K. Vice-Chancellor Minority Affairs ("Moving from Poverty to Success")

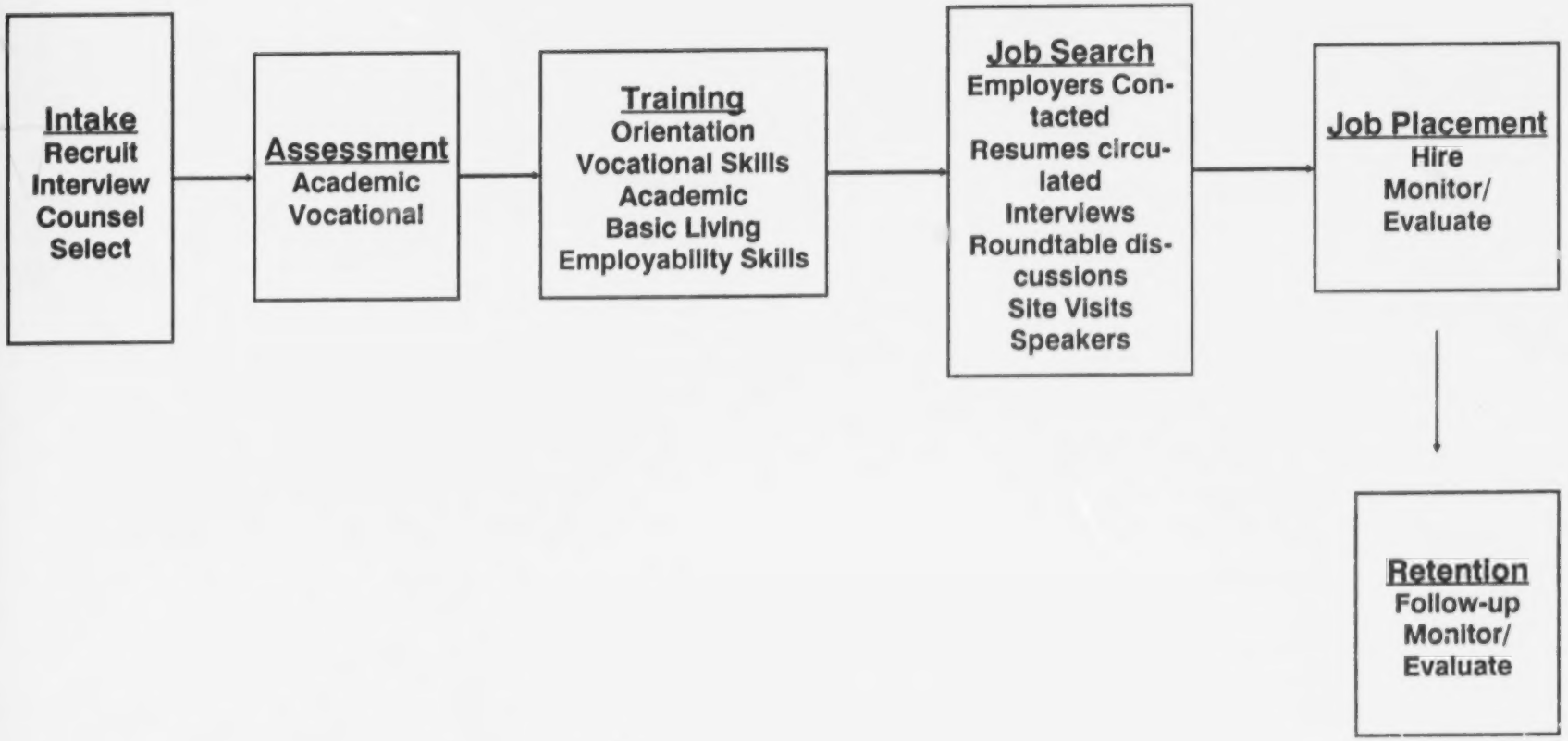
APPENDIX E

Program Logic Model

Planned sequence of activities provided to clients

LOCATION/ ORGANIZATION	Emergency Shelters Transitional Shelters for the Homeless/ Louisville Coalition for the Homeless	DuValle Education Center/Jefferson County Public Schools			Community Job Sites/Local Business and Industry
ACTIVITY	Screening Interview Counseling Selection of participants	Academic Assessment Vocational Assessment Counseling Assignment to Appropriate Training Group Orientation to Training	Basic Living Skills Adult Basic Education Vocational Exploration Vocational Training	Job Development	Employment Retention Follow-up
STAFF RESPONSIBLE	Shelter Case Managers Shelter Counselors Project Coordinator Project Case Manager K-HEART Counselor/ Recruiter	Jefferson County Assessment Center Staff Project Coordinator Project Case Manager K-HEART Special Projects Coordinator	Project Coordinator Life Skills Teachers Adult Basic Education Teachers Volunteer Teacher Aides Vocational Teachers Vocational Resource Teacher Project Case Manager	Project Case Manager/ Job Developer Assistant Job Developer	Project Case Manager/ Job Developer Assistant Job Developer

Job Placement Model



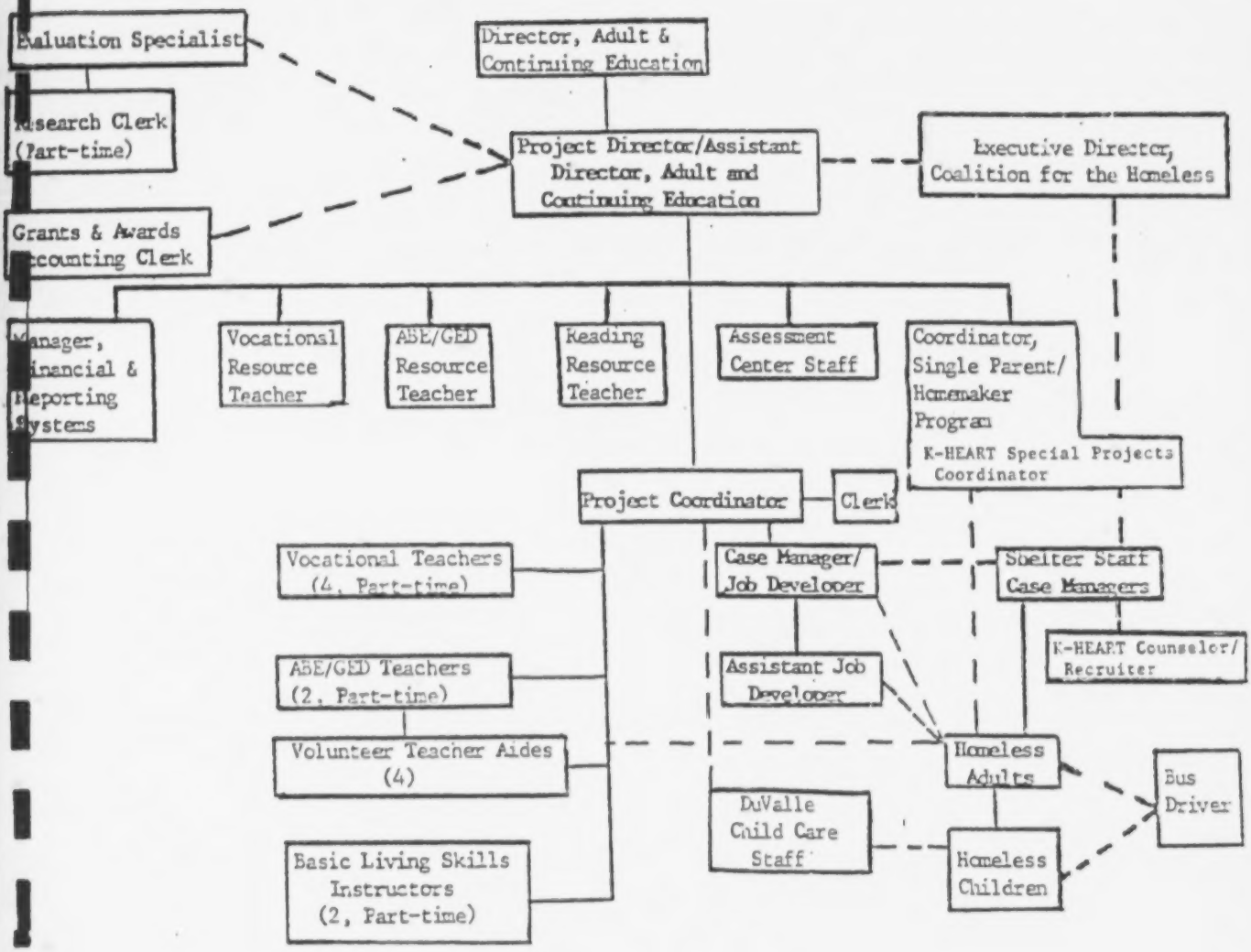
APPENDIX F

LOCAL EMPLOYERS CONTACTED REGARDING JOB PLACEMENT

Alliant Hospital (Norton's)
Abel Printing
Account Temps
Ackerson, Nutt, Blanford, Yann, Kiser
Aetna Life & Casuality
Algonguin Upholstery
Alix Adams Modeling Agency
Allstate Insurance
Aratex
Around the World Liquors
Arrow Head Construction
Assoc. Builders and Contractors of Ky., Inc.
B & B Canvas
Bacons
Baer Fabrics
Baptist Hospital
Best of Kentucky
Bill White's Sunoco
Blitz House
Blue Cross - Blue Shield
Bradshaw Construction
Brentom Equipment, Inc.
Bright Construction Co.
Brown, Todd, Heyburn
Burrell's Liquor Store
Capital Holding
Cardinal Stadium
Census Bureau
Chi Chi's Restaurant
Circuit City
Citizens Fideling Bank
City of Louisville
City Plaza Personnel
Coca-Cola
Commonwealth Engine Inc.
Commonwealth Uniforms
CPI Photo Finishing
Crescent Mower Service
Cumberland Bank
Custom Design & Decor
Dairy Mart
Derby Cap Company
Downtown Wrecker
E.H. Hughes Construction
East Baptist Center
East End Job Club
Enro Shirt Factory
Ethan Allen Carriage House
Federal Reserve Bank
Fern Creek Brake Shop, Inc.
Fetter Printing
First National Bank
Future Federal
Genco Construction
General Electric
Grade Lane Auto Parts
Graeter's Ice Cream
Group Finance Property
H & R Block
Hadley Pottery
Hall Construction
Hammond Fabricating Assembly
Hammond Manufacturing
Highview Mower Shop
Hoar Construction
Housing Now
Humana
Humphrey Painting Contractor
Hunt Tractor and Equipment
Hyatt Regency of Louisville
Inland Container
Jack Huhn Plumbing
Jefferson Hospital
Jefferson Street Chapel
Jefferson County Employment
Jefferson County Public Schools
Jewish Hospital
John's Upholstery
Jones Service Center
K T's Restaurant
Karl Leasure Upholstery
Kelly Services
Kentucky Fried Chicken
Kentucky Farm Bureau
Kentucky Harvest
Kentucky Labor Cabinet
Kenway Janitorial Service
Kingfish Restaurant
Kinnaird & Francke
Kosair Hospital
Kroger Co.
L. Strauss Big & Tall
Louisville Motor Exchange
Louisville Stoneware
Louisville Forge
Louisville Pro-Am Sports Marketing Co.
Louisville Bedding Co.
Louisville Manufacturing

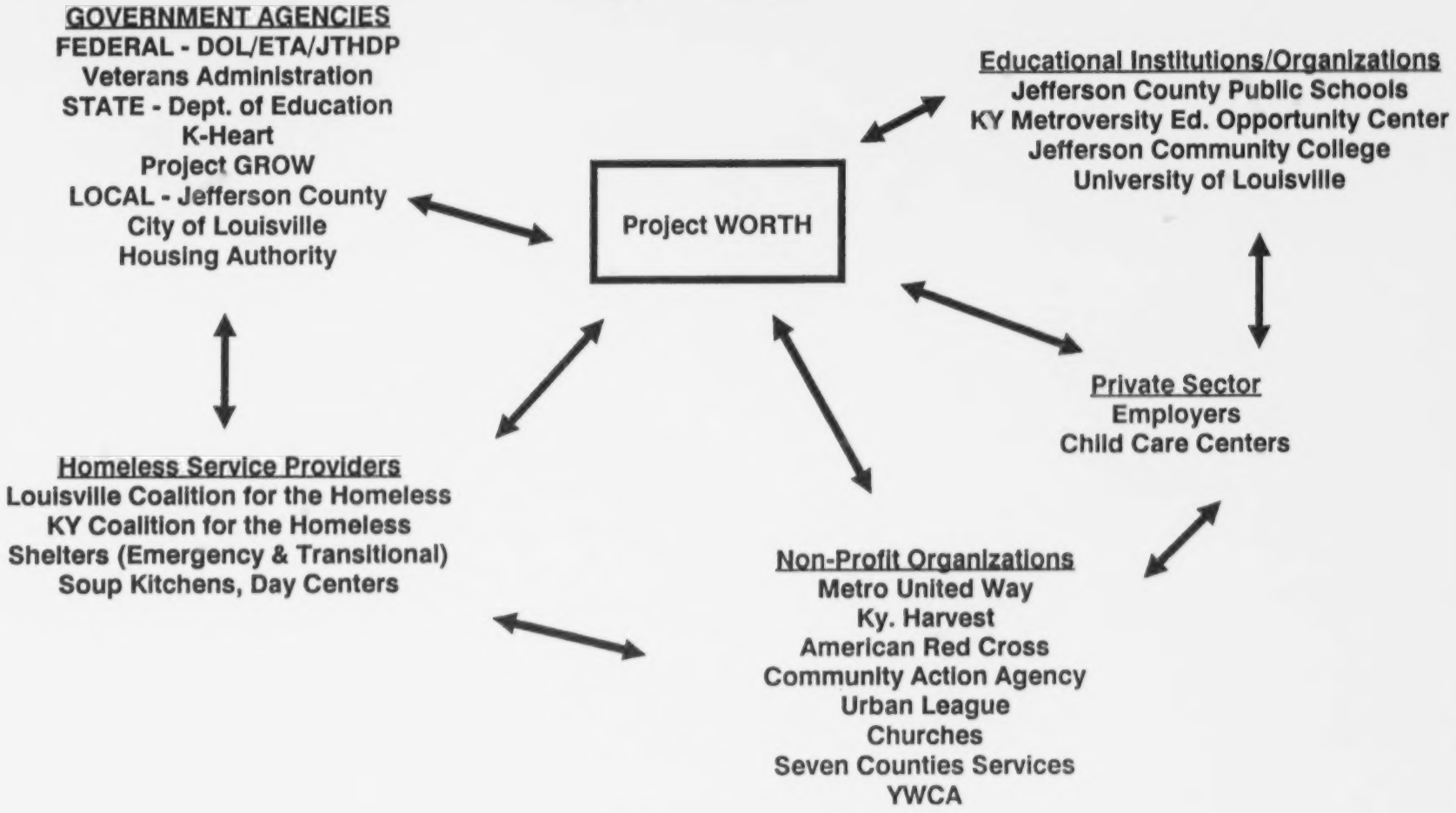
Louisville Urban League
Lutz Distributors, Inc.
MAC Construction Co.
Manpower
Marksbury-Cornett Engineers
McDonald's
Metro Temporaries
Metro United Way
Metropolitan Sewer District
Mister Klean's Janitor & Maintenance Service
Michaels of Louisville
Motorite Automotive Machine, Inc.
Museum of History and Science
National Processing
National Uniform Service
Nold, Mosley, Clare, Hubbard, & Townes
OLECO General Contractors
Olsten Temporaries
Owl Creek Pottery
Parrish Implement Company
Pat Willis Painting Contractor
Paula York Personnel
Peace and Justice Center
Pepsi Cola Bottlers
Phillip Morris
Phoenix Hill Pottery
Piedmont Associates
Players Sports Bar & Grill
Private Industry Council
Puritan Uniforms
R & R Uniforms
Rallys
RAM Engineering & Construction Co.
Raque Industries
Recruiters of the Louisville Fire Department
Rental Uniforms
Reynolds Aluminum
Rick's Auto Upholstery & Glass
Rohm & Haas
Rubino's Sea Shells
Ryan's Steak House
Sam Myers Cleaners
Scott Murphy Contractors
Sears
Shell Gas Station
Showcase Cinemas
Sizzler
Snelling & Snelling Employment Agnecy
South Central Bell
Southern Screen Printing
Spaghetti Factory
Spalding Cleaners
Spalding Rest Home
Splurt Works (hand painted clothing)
St. Matthews Feed & Seed
St. Matthews Trim & Upholstery
Starks Building
Starr Drapery
Steak n Eggs
Stock Yard Bank
Superior Express Service Inc.
Swisher's Employment Agency
T. Kempf Construction
The Bennington Corporation
The Forum at Brookside
Thoroughbred Temps
Todd Corporation
Top Talent
Tumblewood Restaurant
U.S. Department of Labor/Bureau of Apprenticeship & Training
Universal Uniform
University of Louisville
UPS
Van Dyne Crotty
W.T. Schultz Company
Wade Swope Toyota
Wayside Christian Mission
Woman Works (Design renovation & remodeling)
Wyatt, Tarrant & Combs

PROJECT WORTH ORGANIZATIONAL CHART



BEST COPY AVAILABLE

Project WORTH
Systems of Coordination
Program Linkages



APPENDIX I

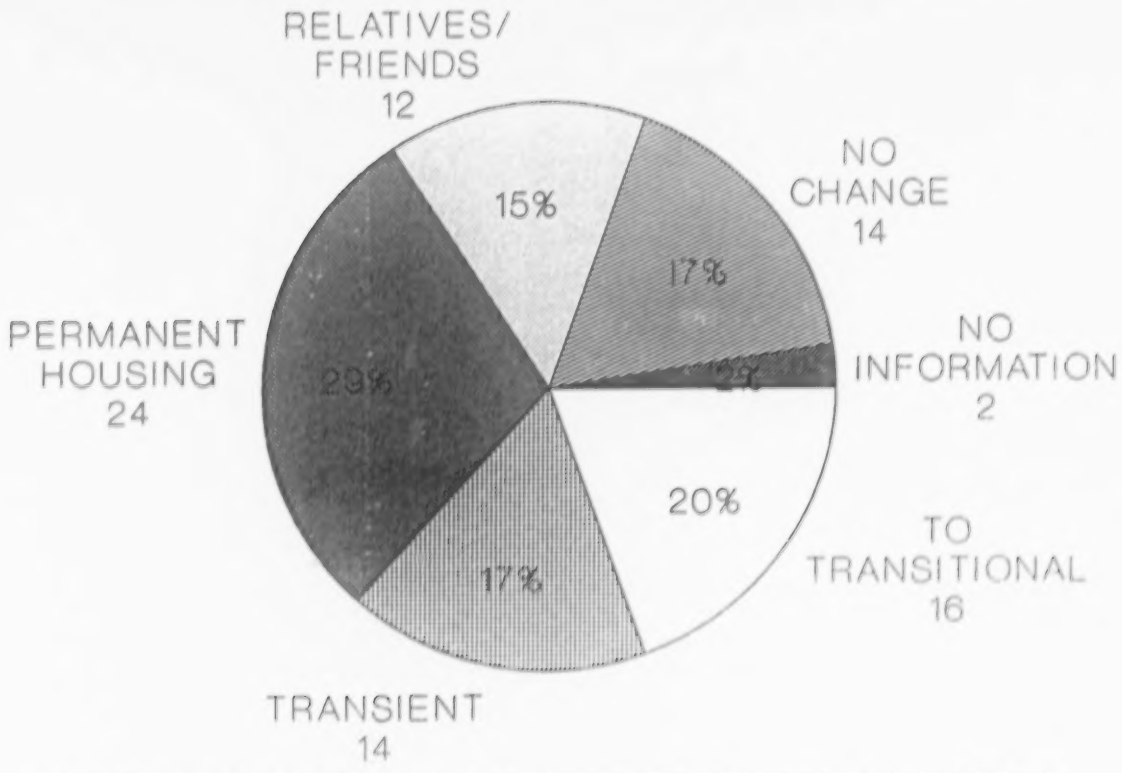
ACCEPT
Alcoholics Anonymous
Algonquin and Parkhill Neighborhoods, Inc.
American Red Cross
Better Business Bureau
Bingham Child Guidance Center
Brooklawn Treatment Center
Cabbage Patch Settlement House
Cabinet for Human Resources
Catholic Charities
Catholic Charities-Community Services
Center for Accessible Living
Children's Treatment Service
Circuit Court Corrections Cabinet/Division of Probation and Parole
Clothes Closet
Community Action Agency Energy Programs
Community Coordinated Child Care
Community Employment, Inc.
Council on Human Services
County Attorney's Office-The Caring Connection
Crisis Center
Custom Manufacturing Services, Inc.
Dare to Care
Department of Social Services
Department of Social Insurance
Dismas House-Diersen Center
Dismas House of Louisville
Dismas House of Portland
District Court Corrections Cabinet/Division of Probation and Parole
Equal Employment Opportunity Commission
Exploited Children's Help Organization
Family and Children's Agency
Family Health Center (Shelby and Portland Branch)
Goodwill Industries of Kentucky
Grace Lutheran Church
Haven House
Hedden House - New Albany, In.
Help Office
Highland Community Ministries
Home Builder's Institute
Home of the Innocents
Housing Authority of Jefferson County
Housing Authority of Louisville
Humana Hospital-University
Infant Resource Center
Jefferson County Dept. for Human Services/Community Social Service
Jefferson Street Baptist Chapel
Jefferson Cnty Dept for Human Serv/Div for Community Protective Serv
Jefferson Alcohol and Drug Abuse Center
Jefferson County Police Department
Jewish Family & Vocational Services
Kentuckiana Metroversity Educational Opportunity Center
Kentucky Cabinet for Human Resources
Kentucky Youth Advocates
KMI Medical Center
Ky. Association for Adults and Children with Learning Disabilities
Ky. Coalition for the Homeless
Ky. Harvest
Legal Aid Society
Liberty House
LifeSpring Mental Health Services
Louisville/Jefferson County Community Action Agency
Louisville Urban League
Louisville Memorial Primary Care Center
Louisville/Jefferson County Board of Health
Louisville Tenants' Union, Inc.

Louisville Division of Police
Louisville Coalition for the Homeless
Maryhurst School
Metro United Way
Neighborhood Visitor Program
New Directions, Inc.
Office of Vocational Rehabilitation
Old Louisville Children's Center, Inc.
Parents Anonymous
Park DuValle Health Center
Personal Counseling Service
Planned Parenthood
Presbyterian Community Center
Private Industry Council/JTPA
Saint Anthony's Hospital - Angel Care
Saint Boniface-Saint Anthony's Soup Kitchen
Saint Vincent de Paul Center
Saint Williams Center
Salvation Army (Louisville)
Schumann Resource Center
Seven Counties Services
Seven Counties Living Support
Shively Area Ministries
Social Security Administration (Louisville)
SPARC - Student/Parent Resource Center
St. John's Health Center
St. John's Day Center
St. Williams Center
Suicide Prevention and Education Center
Suicide Prevention Seven Counties Services
Surplus Commodities Office
Talbot House
Talbott Learning Center
The Boys' & Girls' Club, Inc.
The Family Place
United Way Information and Referral
University of Louisville
University of Louisville Urban Studies
University of Louisville Data Center
University of Louisville Medical School
University of Louisville Dental School
Veterans Administration
Volunteers of America
Wayside Christian Mission
Wesley Community House
West Side Mission House
Women's Health Services
Yellow Cab Company
YWCA
YWCA Rape Center
YWCA Spouse Abuse Center

Louisville Coalition for the Homeless

American Red Cross
Area Churches
Area Missions, Shelters, Soup Kitchens
City Government
Community Action Agency
Dare to Care
Family Health Center
Home of the Innocents
Jefferson County Department of Human Services
Jefferson County Medical Society
Jefferson County Public Schools
Kentucky Harvest
Legal Aid
Louisville Alliance for the Mentally Ill
Louisville Area Community Ministries
Louisville Urban League
Metro United Way
New Directions
Peace of Justice Commission of the Archdiocese of Kentucky
Schizophrenia Foundation of Kentucky
Seven Counties Services
University of Louisville
Veteran's Administration

PROJECT WORTH
HOUSING STATUS CHANGES

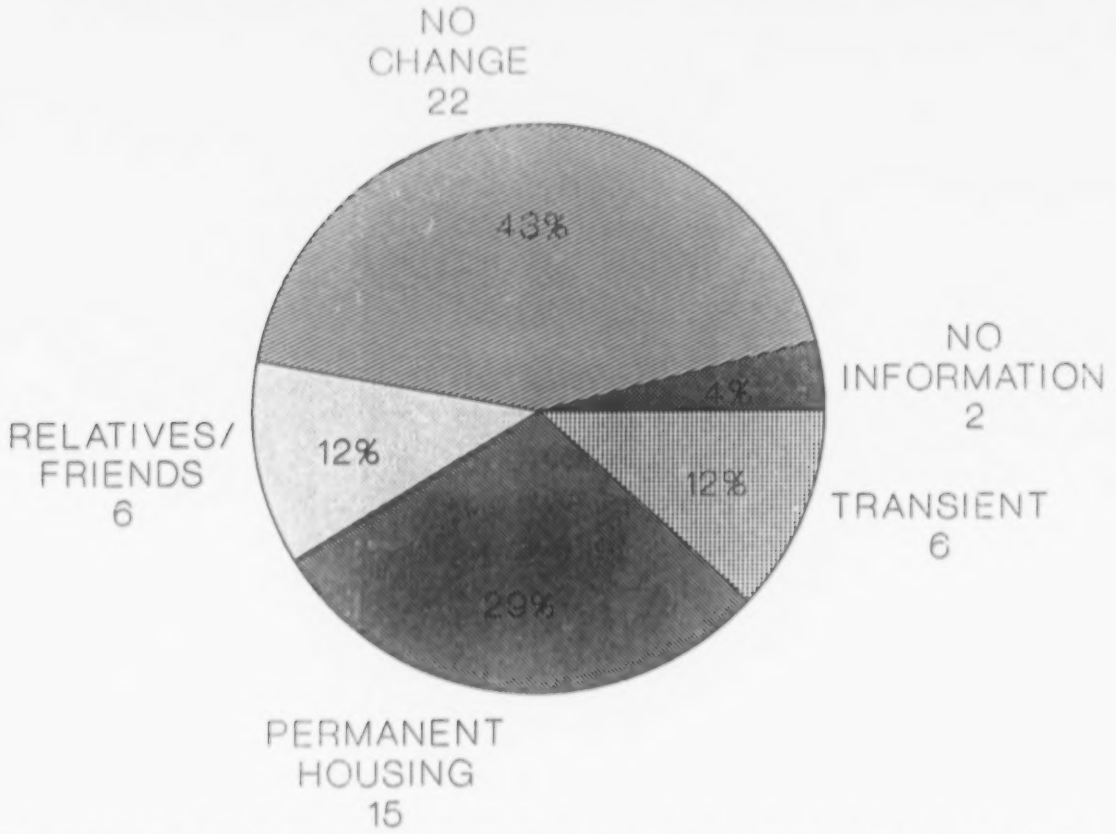


EMERGENCY SHELTER ENROLLEES

TOTAL 82 ENROLLEES

APPENDIX L

PROJECT WORTH
HOUSING STATUS CHANGES



TRANSITIONAL SHELTER ENROLLEES

TOTAL 50 ENROLLEES

APPENDIX M

Data regarding occupations of Project WORTH participants subsequent to program participation were available on 42 enrollees. The following figures regarding occupations were found:

OCCUPATION	EMPLOYED	CLASSIFICATION
Assembly Line	2	Processing
Attendant	2	Service
Cashier	2	Service
Clerk	3	Clerical
Cook	1	Service
Custodian	1	Service
Deli Worker	1	Service
Food Server	3	Service
Gear Grinder	1	Structural
Housekeeper	1	Service
Janitor	1	Service
Laborer	9	Structural
Mental Health Worker	1	Service
Nurses' Aid	2	Technical
Office Clerk	1	Clerical
Production Laborer	1	Service
Records Clerk	1	Clerical
Seamstress	1	Service
Shelter Assistant	2	Clerical
Secretary	1	Clerical
Telemarketing	1	Clerical
Truck Driver	1	Service
Waitress	1	Service

Further analysis by job classification follows:

Structural	Employed
Laborer	9
Gear Grinder	1

Clerical	Employed
Clerk	3
Office Clerk	1
Receptionist	1
Records Clerk	1
Shelter Assistant	2
Secretary	1
Telemarketing	1

Processing	Employed
Assembly Line	2

Service	Employed
Cook	1
Production laborer	1
Seamstress	1
Truck driver	1
Custodian	1
Attendant	2
Deli Worker	1
Janitor	1
Housekeeper	2
Food Server	3
Cashier	2
Waitress	1
Mental Health Worker	1

Technical	Employed
Nurse's Aid	2